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ABSTRACT

A module is presented for delivering basic language skills in Spanish at the secondary level in combination with elements of career education, including career awareness/exploration, self-awareness, decision making, employability skills, and job preparation. The module includes a teacher's guide and five student career units (business and office, communications and media, health and related occupations, hospitality and recreation, and marketing and distribution). The teacher's guide includes the following information: strategies for implementing the student units and incorporating related resources, specific objectives/activities of the student units, and descriptions of contents of each unit. Vocabulary quizzes, texts for listening comprehension tests, career exploration form, and resources are appended. The student units are based on different clusters and consist of two sections: (1) the learning activity package (list of selected occupations, basic vocabulary list, multiple choice basic vocabulary test, skit, supplementary vocabulary, and supplementary activities) written in part in English and Spanish and designed to provide the student with basic skills in the language relative to the occupational unit being studied, and (2) the career research package (information on selected occupations and career exploration form) which provides occupational information and activities to assist the student in exploring a career. (Author/EC)

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FINAL REPORT

VOLUME IV

CAREER GUIDE FOR FOREIGN LANGUAGES
SPANISH I-IV

PROJECT NO. V361007L
GRANT NO. OEG-0-73-3004

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A COMPREHENSIVE VOCATIONAL EDUCATION
PROGRAM FOR CAREER DEVELOPMENT IN LEON COUNTY

CONDUCTED UNDER
PART C OF PUBLIC LAW 90-576

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FINAL REPORT

Volume IV

Project No. V361007L
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A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN LEON COUNTY

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June 15, 1973 - June 30, 1975

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PART 1

CAREER GUIDE FOR FOREIGN LANGUAGES

SPANISH I-IV

TEACHER'S GUIDE

CAREER GUIDE FOR FOREIGN LANGUAGES

SPANISH I-IV

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PREFACE

Although Career Education is obviously one of the most dynamic educational innovations in the nation, and gaining momentum daily, it is concurrently a new concept to many in the educational sector.

Innumerable pilot projects are in the process of defining programs and developing materials and activities through which the concept can reach the student in the traditional classroom. Many of the materials produced thus far are of notable quality and have been successfully implemented in existing curricula.

However, there is an apparent dearth of available strategies and materials that can be utilized to fuse Career Education with many of the traditionally academic areas in the secondary curriculum.

For this reason members of the Foreign Language Department of the Leon District project high school initiated the development of this module.

The module provides a transportable model which can be used to deliver basic foreign language skills by merely substituting the appropriate vocabulary and resource materials. A variety of activities has been developed to enrich the learning experiences of students.

Further, the module fuses the foreign language with several elements of Career Education, including Career Awareness/Exploration, Self Awareness, Decision-Making, Employability Skills and to some extent, Job Preparation.

The materials will be implemented and refined in the following school year.

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INTRODUCTION

In past decades students have been told that foreign languages are of use only to college-bound students. This is no longer true.

Many non-professional jobs in this country offer an opportunity for--and often require the use of--a second language. In addition, the world market is open to professional and non-professional people from the United States to fill gaps in other countries. This offers opportunities for work and travel to those who could never afford leisure travel alone. One requirement, however, is that employees have an active knowledge of the foreign language.

Foreign language teachers at every level should learn to work simultaneously with language and Career Education. Combining the two would offer students an interesting and stimulating way of becoming acquainted with available career choices and would make many language courses more relevant to students.

DESCRIPTION OF MODULE

This module is composed of a Teacher's Guide and five Student Units, written in English-Spanish. Each of the units is related to one of the five occupational clusters listed below:

--Business and Office
--Communications and Media
--Health and Related Occupations
--Hospitality and Recreation
--Marketing and Distribution

The Teacher's Guide comprises the first part of the module and includes the following information:

- --Strategies for implementing the student units and incorporating related resources such as texts, filmstrips, films, games, newspapers and magazines
- --Specific objectives/activities of the Student Units
- --Descriptions of contents of each of the five Student Units
- --Copies of vocabulary quizzes and answers, in English
- --Texts for listing comprehension tests, in German and English
- --A complete set of Student Units

The five individualized Student Units all follow the same format, but each addresses a different selected cluster. The units consist of two main sections, the "Learning Activity Package," which is designed to provide the student with basic skills in the target language relative to the occupational cluster unit being studied, and the "Career Research Package," which provides occupational information and activities to assist the student in exploring the career of his/her choice. They contain the following information and activities, with directions for completing the packages:

Learning Activity Package
- --List of Selected Occupations
- --Basic Vocabulary List
- --Multiple Choice Basic Vocabulary Test
- --Skit
- --Supplementary Vocabulary
- --Supplementary Activities

Career Research Package
- --Information on Selected Occupations
- --Career Exploration Form

All units are designed to be adapted by the foreign language teacher to his/her specific target language.

OBJECTIVES OF MODULE

The following broad objectives are applicable to each student unit and are re-defined as specific objectives in the Teacher's Guide and Student Units:

The student will:

1. Demonstrate knowledge of the selected vocabulary related to the occupational cluster unit being studied.

2. Develop basic employment skills including news/creative writing, translating, drawing, operating audio-visual equipment, and using charts and forms related to occupations.

3. Identify and develop interpersonal communications skills by participating in the production of the prepared skits, and by utilizing the concepts and vocabulary to write an original skit.

4. Develop employability skills by reading "Help Wanted" ads, writing letters of application, writing resumes' and completing application forms in the target language.

5. Complete career research activities related to his choice of selected occupations.

TEACHER'S GUIDE

FOR USE WITH

STUDENT CAREER UNITS -- SPANISH I - IV

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TEACHER'S GUIDE
FOR USE WITH
STUDENT CAREER UNITS--SPANISH I-IV

I. IMPLEMENTATION STRATEGIES

It is suggested that all the units in this module be used in conjunction with a textbook. ALM-2nd Edition was used as the basis for developing this module.

--The teacher can adapt the material in each unit for any level of the language by adding to or deleting selected vocabulary or skit items. (Remember to adjust the tests accordingly.)

--The teacher is encouraged to utilize pictures or transparencies of the occupational situations to introduce the vocabulary to the student and to insure correct pronounciation. These can also be used to stimulate discussion after the vocabulary has been learned.

--The teacher should explain and/or review the use of all charts or forms in target language on higher levels.

--The teacher is encouraged to act out the basic skits in class and, if possible, record the skits on video tape.

--The teacher should incorporate any additional foreign language materials into supplementary activities, such as reading and reporting on career-related articles in target language magazines and newspapers.

--If the teacher wishes to give a written test on the unit, it is suggested that she/he provide the student with a picture or set of pictures and ask for a written description.

--The "Learning Activity Package" may be used in the following ways:

-May be used at any time after the career unit has been introduced.

-May be introduced before or after the "Career Research Package."

-May be assigned to students either on an individual basis or in small groups.

-May be used as a reference for planning large-group classroom activities.

II. OBJECTIVES OF STUDENT UNITS

The following student objectives are developed in each of the Student Career Units, with very little variation. They are repeated in the student's section of this module for the student's information.

The student will -

- --Demonstrate knowledge of the occupationally-related vocabulary and unit contents by completing a written and listening comprehension test.
- --Interpret and/or complete any assigned forms, charts, etc., related to the career units being studied.
- --Participate in the production of skits by either acting, directing, filming, designing props, etc.
- --Compose a short skit based on provided conversation stimuli related to the career units.
- --Utilize the "Help Wanted" Ads in provided foreign language newspapers to identify job offers related to the career units being studied. (Optional)
- --Select an occupation to explore and utilize the provided information to complete the Career Exploration Form for each of the five units.

The student will be evaluated on an objective, percentage basis or a subjective, satisfactory/unsatisfactory basis, depending on the nature of the activity.

III. DESCRIPTION OF STUDENT UNIT CONTENTS

The basic contents of the Student Units were described on Page viii of this module. A detailed description of the five units is presented on the following pages:

BUSINESS AND OFFICE

The unit on Business And Office consists of:

Learning Activity Package

- --List of occupations
- --Vocabulary list with English equivalents
- --Multiple choice vocabulary quiz (English equivalent and answers are in Teacher's Guide.)
- --Basic skit on the Job Interview
- --Supplementary activities
  1. Finding a job advertisement in FL newspaper
  2. Writing a letter of application and resume' for a chosen job
  3. Completing an application form
  4. Composing a job interview based on job advertisement
- --Application form
- --Listening Comprehension Test Answer sheet (Test in target language, English equivalent and answers are in Teacher's Guide.)

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM Spanish, Second Edition
FL newspaper
Filmstrip: "En la oficina" LO-1013

COMMUNICATIONS AND MEDIA

The unit on Communications And Media is divided into two parts:
The News Media
In the Post Office

The first section, The Newsmedia, consists of:

Learning Activity Package

--List of occupations
--A vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit on TV Interview
--Supplementary vocabulary list
--Supplementary activities
1. Writing an interview
2. Writing a news article
3. Planning and executing an interview with native speaker
4. Reading a news article and summarizing and making editorial remarks
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM Spanish, Second Edition, Book I, pp. 177-196
Journalism Careers film "The Journalist" produced by SDX--may be obtained on a fee-loan basis by writing to Modern Talking Picture Service, 2323 New Hyde Park, New York, New York 11040. List alternate playdates. (16mm, color, 26 Minutes)
El españal al día, pp. 103, 109, Book II, pp. 159-163

The section, In The Post Office, consists of:

Learning Activity Package

--List of occupations
--Basic vocabulary list with English equivalents
--Multiple choice vocabulary quiz
--Basic skit on In the Post Office
--Supplementary vocabulary list
--Conversation stimulus
--Listening comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM Spanish, Second Edition

HEALTH AND RELATED PROFESSIONS

The unit on Health And Related Professions is divided into three main sections:

At The Hospital
In The Doctor's Office
In The Dentist's Office

The section, At The Hospital, consists of:

Learning Activity Package

--List of occupations
--Vocabulary list with English equivalents
--Multiple choice vocabulary quiz
--Basic skit on At The Hospital
--Supplementary vocabulary list
--Temperature conversion chart
--Conversation stimulus
--Supplementary activity - completing hospital admission form
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM Spanish, Second Edition
Local hospital

The section, In the Dentist's Office, consists of:

Learning Activity Package:

--List of occupations
--Vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit on In the Dentist's Office
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

The section, *In The Doctor's Office*, consists of:

Learning Activity Package:

--List of occupations
--Vocabulary list with English equivalents
--Multiple choice vocabulary quiz
--Basic skit on *In The Doctor's Office*
--The Human Body (labeled sketch)
--Supplementary activities
  1. Label sketch of body
  2. Read a (Spanish) magazine article and write a summary
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: *ALM Spanish*, Second Edition
El español al día, p. 87-93, Book II

HOSPITALITY AND RECREATION

The unit on Hospitality And Recreation is divided into two parts:
In The Restaurant
In The Hotel

The section, *In The Hotel*, consists of:

Learning Activity Package

--List of occupations
--Vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit for registering in a hotel
--Forms for registering, sending out laundry and travel (exiting country)
--Supplementary vocabulary
--Stimulus for individual student skits
--Listening Comprehension test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM Spanish I, Second Edition
Foreign language newspapers and magazines
Speaker from local hotel
El español al día, Turk and Allen, Book I, Third Edition,
D. C. Heath Co., Boston. pp 500-507, 320-327, 204-210

Brochures:
"How to Travel in South America with Flying Colors"
1974 edition, Braniff International

"Latin America One-Weeker's," 1974 edition, Pan Am's World
"Latin America", 1974 edition, Pan Am's World

"Alrededor del Mundo con American Express," primera edición 1974, American Express.

The section, In The Restaurant, consists of:

Learning Activity Package:

--List of occupations
--A vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit for ordering in the restaurant
--Supplementary vocabulary list
--List of cooking terminology
--Recipes of Spanish dishes in Spanish with extra vocabulary helps
--Stimulus for individual student skits
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: ALM Spanish, Second Edition
La cocina sabrosa y práctica, Jamar, J.
Paraminfo, Madrid, 1973.
El español al día, Book I, Third Edition, Turk and Allen,
D. C. Company: Boston, pp. 112-119, 148-153, 386-402.

MARKETING AND DISTRIBUTION

The unit on Marketing And Distribution is divided into two parts:
In The Bank
In The Department Store

The section, In The Bank, consists of:

Learning Activity Package

--List of occupations
--Vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit for withdrawing money from a bank
--Supplementary vocabulary

--Stimulus for individual conversation
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: Monopoly games in target language, to practice money exchange

The section, In The Department Store, consists of:

Learning Activity Package

--List of occupations
--Vocabulary list with English equivalents
--A multiple choice vocabulary quiz
--Basic skit for buying in a store
--Supplementary vocabulary
--Stimulus for individual conversation
--Listening Comprehension Test answer sheet

Career Research Package

--Information on occupations
--Career Exploration Form

Resources: Monopoly games in target language, to practice buying and selling.
Product labels in target language can often be obtained directly from manufacturer.
El español al día, Book I, Third Edition, Turk and Allen, pp. 95-105, 151-165, 340-347. D.C. Heath & Co.: Boston
Filmstrips: "Las tiendas", Wible Lang. Inst., Allentown, Pa. 18105

The Appendixes comprising the remainder of this guide provide the teacher with the following materials:

--Unit vocabulary quizzes and answers, in English
--Texts for unit Listening Comprehension Tests
--Sample "Career Exploration Form"
--Listing of resources

Following the Appendixes which conclude the Teacher's Guide, a complete set of the five individualized Student Units is included for the teacher's convenience.

APPENDIX A

UNIT VOCABULARY QUIZZES

BUSINESS AND OFFICE UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

The Job Interview

1. She is learning shorthand at an____________________.
   A. desk
   B. language test
   *C. vocational school

2. If you are an American then Spanish is a________________________.
   A. country
   B. shorthand
   *C. foreign language

3. The information on this form is_____________________.
   *A. correct
   B. shorthand
   C. advertised

4. Of course, the secretary can___________________.
   A. attend
   *B. type
   C. advertise

5. That secretary did her______________at this firm.
   *A. practical work experience
   B. reference
   C. position

6. Before the interview you must fill out an_________________.
   A. training
   *B. information form
   C. occupational school

7. We do business with this___________________.
   A. position
   B. foreign language
   *C. firm

8. Your desk is in the_____________________.
   *A. office
   B. firm
   C. occupational school

9. My ______________________________ is at 3:00.
   A. position
   B. reference
   *C. appointment

10. Which occupational school do you ____________________?
   A. advertise
   *B. attend
   C. fill out

COMMUNICATIONS AND MEDIA UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

The Newsmedia

1. We buy a newspaper to read the __________________________.
   *A. news
   B. questions
   C. viewers

2. One takes a photograph with a __________________________________.
   A. radio
   B. editor
   *C. camera

3. I am answering his ______________________________.
   *A. question
   B. opinion
   C. issue

4. Spain, France and Germany are all ______________________.
   A. foreign correspondents
   B. situations
   *C. nations

5. On television one must talk into a ____________________.
   A. radio
   *B. microphone
   C. newspaper

6. Do you want my ____________________ on the situation?
   A. question
   *B. opinion
   C. interview

7. I report international news for the newspaper. I am the ______________.
   *A. foreign correspondent
   B. editor
   C. viewer

8. People from every country live in New York. It is an __________ city.
   *A. international
   B. economic
   C. interview

9. Our newspaper reports only the ______________________.
    - A. viewers
    - *B. facts
    - C. questions

10. We have to __________________________ about Spain.
    - A. interview
    - B. answer
    - *C. report

COMMUNICATIONS AND MEDIA UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Post Office

1. I want to send her a letter, but I don't know her ________________.
   A. phone number
   *B. address
   C. airmail

2. You can't send a letter without a ________________.
   A. connection
   B. postal clerk
   *C. stamp

3. I need money to call Aunt Ella on a ________________.
   *A. pay phone
   B. air mail
   C. long distance call

4. He needs this letter soon, I want to send it________________.
   A. stamp
   B. moment
   *C. air mail

5. I don't know his telephone number. I must ask the ________________.
   *A. operator
   B. long distance
   C. stamp

6. My mother lives in Lima and I want to call her.
   I will have to make a ________________.
   *A. long distance call
   B. connection
   C. area code

7. If your friend doesn't live in this city, you may send him a________.
   A. phone number
   *B. letter
   C. operator

8. He buys his stamps from the ________________.
   A. operator
   B. air mail
   *C. postal clerk

9. To call, you must go into the ______________________.
   - A. post office
   - *B. telephone booth
   - C. long distance

10. I receive 3 ____________________ every day.
   - *A. letters
   - B. stamps
   - C. addresses

HEALTH AND RELATED PROFESSIONS UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Hospital

1. The nurse asked me my ________________________________.
   A. accident
   *B. name
   C. relative

2. She also wanted to know my ______________________.
   *A. address
   B. motorcycle
   C. mother

3. I gave her my ___________________ as 18.
   A. height
   B. weight
   *C. age

4. My brother is my ______________________________.
   *A. relative
   B. company
   C. policies

5. The nurse wants to know if I'm married or _________________.
   A. relative
   B. employer
   *C. single

6. As of now, I have no ___________________________.
   A. weight
   B. height
   *C. employer

7. I also have no _________________________________.
   A. accident
   *B. religion
   C. age

8. My ____________________ is approximately 118 lbs.
   A. height
   B. relative
   *C. weight

9. My ____________________ is 5 feet, 2 inches.
    A. relative
    B. policy
    *C. height

10. I have a ____________________ with that company.
    A. accident
    B. married
    *C. policy

11. He had an accident on his____________________.
    A. policy
    *B. motorcyle
    C. age

12. My nearest___________is my uncle.
    *A. relative
    B. religion
    C. policy

13. Our___________has no insurance for its employees.
    A. relative
    B. doctor
    *C. company

14. I had an____________in my car.
    A. height
    B. weight
    *C accident

15. I broke my_______and had to go to the hospital.
    A. relative
    B. policy
    *C. arm

HEALTH AND RELATED PROFESSIONS UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Dentist's Office

1. My teeth don't ache. I visit the ________________ twice a year.
   A. brush
   *B. dentist
   C. filling

2. The ______________________ will last five weeks.
   *A. treatment
   B. deposit
   C. silver

3. My fillings are ___________________________.
   *A. gold
   B. pain
   C. brush

4. I need a new ______________________. This one is old.
   A. dentist
   B. cleaning
   *C. brush

5. My sister's teeth are _____________ because she doesn't brush.
   A. porcelain
   *B. decayed
   C. treatment

6. I have two gold fillings and one of _________________.
   *A. silver
   B. deposit
   C. brush

7. The dentist says that I have three _____________________.
   A. teeth
   *B. fillings
   C. cleanings

8. My mother made a $10.00 __________________ last week.
   *A. deposit
   B. brush
   C. cleaning

9. Mom, call the dentist. I have a ______________________.
   A. filling
   B. cleaning
   *C. pain

10. The dentist wants to know what the _______________ is.
   *A. trouble
   B. deposit
   C. treatment

11. Monday, I'm going to the dentist (for a) ____________.
   *A. to have my teeth cleaned
   B. brush
   C. deposit

HEALTH AND RELATED PROFESSIONS UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Doctor's Office

1. I'm not hungry; I have no ______________________.
   A. tongue
   *B. appetite
   C. cough medicine

2. The doctor took my ____________________________.
   *A. pulse
   B. tension
   C. cough

3. My mother made an _______________ with the doctor.
   A. problem
   B. presecription
   *C. appointment

4. He gave me a _______________________ for my cough.
   A. visit
   B. pain
   *C. prescription

5. I have some blue, yellow and white_______________.
   A. nurses
   B. X-rays
   *C. pills

6. My brother has a _________ in his chest.
   *A. pain
   B. appointment
   C. pulse

7. He has to take an ___________________.
   A. problem
   B. visit
   *C. X-ray

8. I've been very ___________________ since the accident.
   *A. nervous
   B. appetite
   C. dizziness

9. The ________________ indicates (says) 99° F.
   A. pulse
   *B. thermometer
   C. prescription

10. His __________ sounds very bad.
   A. tired
   B. thermometer
   *C. cough

11. The ___________ gave him some cough medicine.
   A. tension
   B. pain
   *C. nurse

12. When I work too much, I feel the _______________.
   A. tired
   B. dizziness
   *C. tension

13. My father works too much, and he is very _____________.
   *A. tired
   B. appetite
   C. pulse

14. I have a pain in my ___________.
   A. pulse
   *B. chest
   C. cough

15. The doctor looked at my _____________.
   *A. tongue
   B. tension
   C. cough

HOSPITALITY AND RECREATION UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Hotel

1. We don't live upstairs; we live ______________________.
   - *A. downstairs
   - B. reservation
   - C. view

2. My suitcase is too heavy. I need a ______________________.
   - A. bath
   - B. clerk
   - *C. bellhop

3. If you want a room in this hotel for Saturday, make a _________ now.
   - A. key
   - B. view
   - *C. reservation

4. We can see very well from here. There is a very good __________.
   - *A. view
   - B. room
   - C. person

5. Where are you staying? We are in this ________________.
   - A. bath
   - *B. room
   - C. suitcase

6. I cannot go in the room. I need a ______________________.
   - A. bath
   - B. tip
   - *C. key

7. In the winter, we don't need ____________________________.
   - A. suitcases
   - *B. air-conditioning
   - C. television

8. The bellman is very charming. My father is giving him a good _____.
   - A. suitcase
   - B. key
   - *C. tip

9. The clerk stands behind the ______________________________.
   - A. elevator
   - B. key
   - *C. desk

10. There's no elevator in this hotel. We must use the ______________.
   - *A. stairs
   - B. suitcase
   - C. air-conditioning

HOSPITALITY AND RECREATION UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Restaurant

1. What time is it? I don't see the ______________________.
   A. table
   B. knife
   *C. clock

2. One drinks from a ______________________________.
   *A. glass
   B. plate
   C. fork

3. After the dinner, we order a _________________________.
   A. table
   B. bread
   *C. dessert

4. Before we can order dinner, we need a ___________________.
   A. fork
   *B. menu
   C. dessert

5. The chair is next to the _____________________________.
   A. vegetable
   B. dessert
   *C. table

6. The house wine is a _______________________________.
   A. soup
   *B. beverage
   C. vegetable

7. One drinks coffee from a ______________________________.
   *A. cup
   B. saucer
   C. fork

8. One eats soup with a ____.
   *A. spoon
   B. knife
   C. fork

9. I need butter for my ______________________________.
   A. salad
   *B. bread
   C. beverage

10. The service charge on our bill is for the ______________.
   A. menu
   B. dessert
   *C. waitress

MARKETING AND DISTRIBUTION UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Bank

1. At the end of the form ________________________ your name.
   - A. help
   - *B. sign
   - C. withdraw

2. I receive the change from the ____________________.
   - *A. teller
   - B. daily statement
   - C. voucher

3. Please give me change for this ___________________.
   - A. teller
   - B. daily statement
   - *C. bill

4. My money is in the ________________________________.
   - A. change
   - *B. bank
   - C. teller

5. I will withdraw the money from my _____________________.
   - *A. account
   - B. bill
   - C. bank clerk

6. You must take the _____ to the cashier in order to receive the money.
   - A. account ID card
   - *B. voucher
   - C. daily statement

7. You don't know how to get your money? The bank clerk will ______ you.
   - A. sign
   - B. withdraw
   - *C. help

8. How much money do I have? I don't know. I'll look at my __________.
   - A. account ID card
   - *B. daily statement
   - C. teller

9. I have no bills, only some ________________.
    *A. change
    B. bank
    C. account ID card

10. My account number is on my ________________.
    A. bill
    B. bank clerk
    *C. account ID card

MARKETING AND DISTRIBUTION UNIT VOCABULARY QUIZ

Directions: You will read a series of incomplete sentences. Each sentence is followed by three choices - A, B and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

In The Department Store

1. What color is your blouse?________________________.
   - *A. yellow
   - B. blue
   - C. long

2. When one goes to the beach in the summer, one needs____________.
   - A. lipstick
   - B. nail polish
   - *C. suntan lotion

3. The blouse is not my size. I want an ______________.
   - A. bargain
   - *B. exchange
   - C. check

4. When I go to America, I don't take money, I use______________.
   - A. deodorant
   - *B. traveler's checks
   - C. refunds

5. This lipstick is old and bad. I want a ___________________.
   - A. shampoo
   - *B. refund
   - C. shaving lotion

6. See my hands; I have a new ________________.
   - A. shaving lotion
   - B. check
   - *C. nail polish

7. My hair is dirty. I need _______________.
   - A. color
   - B. toothpaste
   - *C. shampoo

8. The lipstick and the nail polish are____________________.
   - *A. cosmetics
   - B. exchange
   - C. blue

9. After eating, one needs ______________________.
    *A. tooth paste
    B. shaving lotion
    C. shampoo

10. No, I don't want a check, I want to pay __________.
    A. cosmetics
    B. refund
    *C. cash

APPENDIX B

TEXTS FOR UNIT LISTENING COMPREHENSION TESTS

BUSINESS AND OFFICE LISTENING COMPREHENSION TEST

Directions: The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on his answer sheet.

The Job Interview

1. ¿Tiene usted una cita?
   A. Sí, a las tres.
   B. Sí, la secretaria.

2. Puede tomar taquigrafía?
   A. Sí, y también escribo a máquina.
   B. Sí, lo he completado.

3. ¿Sabe usted un idioma extranjero?
   A. Sí, Puedo escribir a maquina.
   B. Sí, sé inglés.

4. Deseo comprar un libro.
   A. Entonces, necesita una hoja de pedidos.
   B. Entonces, necesita una aplicación.

5. ¿De quién viene la recomendación?
   A. Del Señor Mano. Yo estudié taquigrafía con él.
   B. De la secretaria. Ella me dio una aplicación.

6. Me voy a la oficina ahora.
   A. Son las siete y la oficina está cerrada.
   B. Muy bien, ¿a qué hora vuelves?

7. ¿Por qué se sienta al lado de la ventana?
   A. Allí tengo mi escritorio.
   B. La ventana es nueva.

8. El examen de lenguas es muy corto.
   A. Sí, seguramente lo pasaré.
   B. Sí, me gusta mucho.

9. ¿Cuáles son sus tareas como secretaria?
   A. Tengo que escribir a máquina.
   B. Estoy en la oficina.

10. La firma anunció la posición.
    A. Sí, lo veo ahora en el periódico.
    B. Sí, lo estoy completando ahora.

BUSINESS AND OFFICE LISTENING COMPREHENSION TEST

Directions: The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on his answer sheet.

The Job Interview

1. Do you have an appointment?
   *A. Yes, at three o'clock.
   B. Yes, the secretary.

2. Can you take shorthand?
   *A. Yes, I can also type.
   B. Yes, I have completed it.

3. Do you know a foreign language?
   A. Yes, I can type.
   *B. Yes, I know English.

4. I want to buy a book.
   *A. Then you need an order blank.
   B. Then you need an application form.

5. From whom is the recommendation?
   *A. From Mr. Hand. I studied shorthand with him.
   B. From the secretary. She gave me the application form.

6. I'm going to the office now.
   A. It is 7:00, and the office is closed.
   *B. Very well, when are you coming back?

7. Why do you sit at the window?
   *A. That's where my desk is.
   B. The window is new.

8. The language test is very short.
   *A. Yes, I will surely pass it.
   B. Yes, I like it very much.

9. What are your duties as secretary?
   *A. I have to type.
   B. I am in the office.

10. The firm advertised the position.
    *A. Yes, I see it now in the newspaper.
    B. Yes, I'm completing it now.

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

The Newsmedia

1. Repórter:— ¿Tiene usted una opinión sobre la situación económica?
Alcalde: — Sí, responderé a unas cuántas preguntas.

2. Juan:— ¿Lee el periódico con frecuencia?
Sr. Castaño:—Sí, lo leo todos los días.

3. María:—Noto un accento cuando usted habla?
Catalina:—Sí, soy americana.

4. Señora Smith:— ¿Sobre qué está comentando hoy?
Roberto:— Estoy comentando sobre Granada.

5. Señor Largo:— ¿Es usted el radactor del periódico?
Señor Corto:— Sí, soy el corresponsal extranjero.

6. Madre:— ¿Tienes el radio contigo? Quiero oír las noticias.
Padre:— No, pero tengo la cámara.

7. Joaquín:— ¿Visita a España con frecuencia?
Juanita:— Sí, porque mi abuelita vive en España.

8. Señora Oro:—¿Es Madrid una ciudad internacional?
Señora Joven:—Sí, Madrid es muy viejo.

9. Hermana:— ¿Esa ès sólo tu opinión, ¿ verdad?
Hermano:— No, eso es un hecho.

10. Hombre 1°:— Dispense, por favor. ¿Usted es réporter?
Hombre 2°:— Sí, es un asunto muy importante.

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

The Newsmedia

1. Reporter: Do you have an opinion about the economic situation?
   Mayor: Yes, I will answer a few questions. (B)

2. John: Do you read the newspaper often?
   Mr. Brown: Yes, I read it every day. (A)

3. Mary: Do I notice an accent when you speak?
   Kathy: Yes, I am an American. (A)

4. Mrs. Smith: What are you reporting about today?
   Robert: I'm reporting about Granada. (A)

5. Mr. Long: Are you the Newspaper editor?
   Mr. Short: Yes, I'm the foreign correspondent. (B)

6. Mother: Do you have the radio with you? I want to hear the news.
   Father: No, but I have the camera. (B)

7. Jack: Do you visit Spain very often?
   Juana: Yes, because my grandmother lives in Spain. (A)

8. Mrs. Gold: Is Madrid an international city?
   Mrs. Young: Yes, Madrid is very old. (B)

9. Sister: That is only your opinion, isn't it?
   Brother: No, that's a fact. (A)

10. Man I: Excuse me please. You are the reporter, aren't you?
    Man II: Yes, that is an important issue. (B)

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Post Office

1. El empleado de correo: —¿En qué puedo servirle?
   Señor Blanco: — Necesito un código de aérea.

2. Rosa: — Quiero llamar a mi hermana.
   Juana: — ¿Sabes su número de teléfono?

3. Madre: — ¿Me puedes llamar hoy?
   Hijo: — No, no hay oficina de correo aquí.

4. Chico: — ¿Cuánto cuesta una estampilla?
   Empleado de correo: — ¿Desea enviar la carta por correo aéreo?

5. Señora: — ¿Me puede conectar con el Señor Pardo?
   Operadora: — Sí, un momento, por favor.

6. Juan: — No temenos teléfono en nuestra casa.
   Enrique: — Entonces use un teléfono público.

7. Madre: — ¿Tienes la dirección en la carta?
   Padre: — Sí, y una estampilla.

8. Ana: — ¿Cuánto cuesta una llamada de larga distancia a Madrid?
   María: — Eso cuesta 26 centavos por la onza.

9. Operadora: — ¿A quién desea llamar?
   Señor: — Quisiera llamar a Nueva York.

10. Señor: — El teléfono está sonando.
    Señora: — Entonces, contéstalo.

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Post Office

1. Postal Clerk: May I help you?
   Mr. White: Yes, I need an area code. (B)
2. Rose: I want to call my sister.
   Joan: Do you know her telephone number? (A)
3. Mother: Can you call me today?
   Son: No, there is no post office there (B)
4. Boy: How much is a stamp?
   Postal Clerk: Do you want to send the letter by airmail?(A)
5. Woman: Can you connect me with Mr. Brown?
   Operator: Yes, one moment please. (A)
6. John: We have no telephone at our house.
   Henry: Then, use the pay phone. (A)
7. Mother: Do you have the address on the letter?
   Father: Yes, and a stamp. (A)
8. Ann: How much does a long distance call to Madrid cost?
   Mary: That cost 26¢ per ounce. (B)
9. Operator: Whom do you wish to call?
   Man: I would like to call New York. (B)
10. Mr.: The telephone is ringing.
    Mrs.: Then answer it!!!! (A)

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Hospital - En el hospital

1. ¿Como se llama?
   A. Nueve, siete, ocho, Calle Colón.
   B. José Pardo.

2. ¿Cómo se rompió el brazo?
   A. En un accidente de motocicleta.
   B. En el hospital.

3. ¿Cuántos años tiene?
   A. Tengo diez y siete.
   B. Tengo dos pies seis pulgadas.

4. ¿Está usted casado?
   A. Sí, y también dolor en el pecho.
   B. No estoy soltero.

5. ¿Está usted soltero?
   A. Sí, y tengo dos hijos.
   B. Sí, y vivo con mis padres.

6. ¿Es pariente suyo el Sr. Pardo?
   A. Sí, es mi patrono.
   B. Sí, es mi tío.

7. ¿Qué altura tiene usted?
   A. Tengo seis pies y cinco pulgadas.
   B. Tengo ciento diez y ocho libras.

8. ¿Dónde nació usted?
   A. La Caridad.
   B. En Lima.

9. ¿Está usted enferma?
   A. Sí, tengo dolor en el pecho?
   B. Sí, La Caridad.

10. Mi tía es enfermera.
    A. ¿Está enferma?
    B. ¿Trabaja en el hospital?

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Hospital

1. What is your name?
   A. 978 Columbus Street
   *B. Joe Brown

2. How did you break your arm?
   *A. In a motorcycle accident.
   B. In the hospital.

3. How old are you?
   *A. I'm 17 years.
   B. I'm 5 ft., 6 in.

4. Are you married?
   A. Yes, and I also have chest pains.
   *B. No, I am single.

5. Are you single?
   A. Yes, and I have 2 children.
   *B. Yes, and I live with my parents.

6. Is Mr. Brown your relative?
   A. Yes, he is my employer
   *B. Yes, he is my uncle.

7. How tall are you?
   *A. I am 5 ft., 6 in. tall.
   B. I am 118 pounds tall.

8. Where is your place of birth?
   A. The Charity
   *B. Lima

9. Are you sick?
   *A. Yes, I have chest pains.
   B. Yes, The Charity

10. My aunt is a nurse.
   A. Is she sick?
   *B. Does she work in a hospital?

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Doctor's Office - En la oficina del Médico

1. Señorita: — Tengo tos.
   Médico: — Le recetaré una medicina para la tos.

2. Médico: — ¿Está nerviosa?
   Señorita: — ¿Sí, tengo buen apetito.

3. Juan: — ¿Estás cansada?
   María: — Sí, me voy a acostar ahora.

4. Madre: — ¿Has perdido peso?
   Padre: — Sí, siempre como demasiado.

5. Médico: — ¿Come usted bien?
   Señorita: — No, no tengo apetito.

6. Enfermera: — ¿Me está tomando el pulso ahora?
   Médico: — Sí, dónde está el termómetro.

7. Padre: — ¿Por qué necesitas estas pildoras?
   Madre: — Para el dólor.

8. Señorita: — Tengo dólores en el pecho.
   Médico: — Eso no es bueno. Mejor sacar un rayo-equis.

9. Señorita: — Quisiera hacer una cita.
   Enfermera: — Bien, puede venir mañana a las cuatro.

10. Médico: — ¿Duerme usted bien?
    Señorita: — Sí, sufro de insomnia.

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Doctor's Office

1. Miss: I have a cough.
   Doctor: I'll prescribe you a cough medicine (A)
2. Doctor: Are you nervous?
   Miss: Yes, I have a good appetite (B)
3. John: Are you tired?
   Mary: Yes, I'm going to bed now. (A)
4. Mother: Have you lost weight?
   Father: Yes, I always eat so much (B)
5. Doctor: Do you eat well?
   Miss: No, I don't have an appetite. (A)
6. Nurse: Are you taking the pulse now?
   Doctor: Yes, where is the thermometer? (B)
7. Father: Why do you need these pills?
   Mother: For the pain. (A)
8. Miss: I have chest pains.
   Doctor: That isn't good. We'd better X-ray you. (A)
9. Miss: I would like to make an appointment.
   Nurse: Good. Can you come tomorrow at 4:00? (A)
10. Doctor: Do you sleep well?
    Miss: Yes, I suffer from sleeplessness. (B)

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions follo by two possible rejoinders - A and B. You will determi which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Dentist's Office - En la oficina del dentista

1. ¿Por qué va usted al dentista?
   A. Tengo un cepillo para los dientes.
   B. Me duele un diente.

2. ¿Por qué me duele el diente?
   A. Sus dientes están cariados.
   B. Sus dientes son viejos.

3. ¿Tienes los dientes cariados?
   A. Sí, necesito un empaste.
   B. Sí, necesito una limpieza.

4. ¿Cuándo me debiera cepillar los dientes?
   A. A las siete.
   B. Después de comer.

5. ¿Necesito un empaste de porcelana?
   A. No, es el diente de atrás.
   B. No, cuesta veinte dólares.

6. Quisiera hacer un depósito de veinte dólares.
   A. Muy bien. Cuesta diez dólares.
   B. Muy bien. Y ¿cómo quisiera pagar lo demás?

7. No me gusta el dolor de dientes.
   A. Bien, entonces no te cepilles los dientes.
   B. Bien, entonces cepíllate los dientes todos los días.

8. ¿Cuánto durará el tratamiento?
   A. Necesitaremos cincuenta dólares para ello.
   B. Necesitaremos tres visitas para ello.

9. ¿Por qué va a sacar un rayo-equis del diente?
   A. No lo veo muy bien.
   B. El depósito es demasiado.

10. Mis empastes son de oro.
    A. ¿Son caros?
    B. ¿Son de plata?

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Dentist's Office

1. Why are you going to the dentist?
   A. I have a toothbursh.
   *B. I have a toothache.

2. Why do I have toothaches?
   *A. Your teeth are decayed.
   B. Your teeth are old.

3. Are my teeth decayed?
   *A. Yes, you need a filling.
   B. Yes, you need a cleaning.

4. When should I brush my teeth?
   A. At 7:00
   *B After meals.

5. Do I need a filling out of porcelain ?
   *A. No, it's the back tooth.
   B. No, it costs $20.00.

6. I would like to make a deposit of $20.00.
   A. Good, it costs $10.00
   *B. Good, and how would you like to pay the rest?

7. I don't like toothaches.
   A. Good, then don't brush your teeth.
   *B. Good, then brush your teeth every day.

8. How long will the treatment take?
   A. We will need $50.00 for it.
   *B. We will need three visits for it.

9. Why are you X-raying the tooth.
   *A. I can't see it very well.
   B. The deposit is too much.

10. My fillings are gold.
    *A. Are they expensive?
    B. Are they out of silver?

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Restaurant - En el restaurante

1. ¿Son caras las comidas?
A. Sí, nos gustan.
B. No, son baratas.

2. ¿Qué desean beber?
A. Yo quiero vino.
B. Yo quiero pollo.

3. ¿Cómo es la comida aquí?
A. Está muy buena.
B. Se está muy agradable aquí.

4. ¿Dónde nos sentamos?
A. Aquí hay una mesa.
B. Aquí está la cuchara.

5. ¿Aquí tiene la cuenta.
A. Muy bien, queremos sentarnos ahora.
B. Muy bien, queremos pagar ahora.

6. ¿Tiene hambre?
A. No, necesito un menú.
B. No, no quiero comer más.

7. ¿Le gusta este restaurante?
A. Sí, la comida siempre está buena.
B. Sí, y necesito un plato también.

8. ¿Quiere una taza de café?
A. Sí, y necesito una cucaharilla, también.
B. Sí, y necesito un tenedor, también.

9. ¿Recomienda la sopa del día?
A. Sí, todas las comidas son buenas.
B. Sí, está estupenda.

10. ¿Por qué necesita un cuchillo?
A. Estoy comiendo carne.
B. Estoy comiendo sopa.

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Restaurant

1. Are the dinners here expensive?
   A. Yes, we like them.
   *B. No, they are inexpensive.

2. What would you like to drink?
   *A. I want wine.
   B. I want chicken.

3. How is the food here?
   *A. It tastes very good.
   B. It is very pleasant here.

4. Where shall we sit?
   *A. Here is a table.
   B. Here is a spoon.

5. Here is the bill.
   A. Good, we want to sit down now.
   *B. Good, we want to pay now.

6. Are you hungry?
   A. No, I need a menu.
   *B. No, I don't want to eat anymore.

7. Do you like this restaurant?
   *A. Yes, the food here is always good.
   B. Yes, every day.

8. Do you want a cup of coffee?
   *A. Yes, and I need a teaspoon too.
   B. Yes, and I need a fork too.

9. Do you recommend the soup of the day?
   A. Yes, all the dinners look good.
   *B. Yes, it is wonderful.

10. Why do you need a knife?
   *A. I am eating meat.
   B. I am eating soup.

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Hotel

1. ¿Están incluidas las comidas?
   A. No, no tenemos cuartos.
   B. No, no tenemos restaurante.

2. ¿Cuánto tiempo estará con nosotros?
   A. Estaremos en el cuarto.
   B. Estaremos aquí dos días.

3. ¿Es caro el cuarto?
   A. No, cuesta solamente 15 dólares al día.
   B. Sí, esta arriba.

4. Acabamos de llegar.
   A. ¿Necesitan un cuarto?
   B. ¿Necesitan algo más?

5. ¿Tiene buena vista el cuarto?
   A. No, no tiene ventana.
   B. Sí, tiene televisión.

6. ¿Puedo asistirle en algo?
   A. Sí, tengo una llave.
   B. Sí, tengo dos maletas.

7. ¿Dónde está el cajero?
   A. Allá cerca del ascensor.
   B. Allá cerca de la caja.

8. El botones es muy cortés.
   A. Sí, le voy a dar una propina.
   A. Sí, le voy a dar una llave.

9. ¿Qué planilla lleno para el cuarto?
   A. Firme la planilla de registración.
   B. Fireme en la caja.

10. ¿Cómo llegó abajo?
    A. Le pregunte al botones.
    B. Usé el ascensor.

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions: You will hear a series of statements or questions followed by two possible rejoinders - A and B. You will determine which is the most appropriate rejoinder and write the corresponding letter on your answer sheet.

In The Hotel

1. Are the meals included?
   A. No, we have no rooms.
   *B. No, we have no restaurant.

2. How long will you be with us?
   A. We will be in the room.
   *B. We will be here two days.

3. Is the room expensive?
   *A. No, it costs only $15.00 per day.
   B. Yes, it is upstairs.

4. We have just arrived.
   *A. Do you need a room?
   B. Do you need anything more?

5. Does the room have a good view?
   *A. No, it has no window.
   B. Yes, it has a television.

6. May I help you?
   A. Yes, I have a key.
   *B. Yes, I have two suitcases.

7. Where is the clerk?
   A. There near the elevator.
   *B. There near the desk.

8. The bellhop is very courteous.
   *A. Yes, I am going to give him a tip.
   B. Yes, I am going to give him a key.

9. What form do I sign for the room?
   *A. Sign the registration form.
   B. Sign at the desk.

10. How did you arrive downstairs?
   A. I asked the bellhop.
   *B. I used the elevator.

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Bank - En el banco

1. Cajero: — ¿En qué puedo servirle?
   Sra. B: — Muy bien, gracias. ¿Y usted?

2. Cajero: — ¿Cuál es el número de su cuenta?
   Sra. B: — No sé. Aquí tiene mi tarjeta de identificación.

3. Sra. B: — Quisiera veinte y cinco dólares.
   Cajero: — ¿Tiene su comprobante?

4. Sra. B: — Quisiera un poco de cambio.
   Cajero: — ¿Tiene su estado de cuentas diario?

5. Cajero: — Aquí tiene, su comprobante.
   Sra. B: — Gracias, ¿dónde lo firmo?

6. Cajero: — Haga el favor de ir a la caja.
   Sra. B: — Sí, tengo una cuenta.

7. Sra. A: — ¿Dónde ahorra su dinero?
   Sra. B: — En un banco, naturalmente.

8. Sra. B: — ¿Qué hago con el comprobante?
   Cajero: — Se lo da al cajero.

9. Sra. A: — ¿Trabajas en el banco?
   Sra. B: — Sí, soy cajera.

10. Sra. B: — ¿Puedo sacar dinero? No tengo cuenta aquí.
    Cajero: — Por supuesto. ¿Cuanto desea sacar?

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Bank

1. Teller: How may I help you?
   Mrs. B: Fine Thank you. And you? (B)

2. Clerk: What is your account number
   Mrs. B: I don't know. Here is my account ID card. (A)

3. Mrs. B: I would like $25.00
   Teller: Do you have a voucher? (A)

4. Mrs. B: I would like some change.
   Clerk: Do you have a daily statement? (B)

5. Clerk: Here is your voucher.
   Mrs. B: Thank you, where do I sign? (A)

6. Clerk: Please go to the teller counter.
   Mrs. B: Yes, I have an account. (B)

7. Mrs. A: Where do you save your money?
   Mrs. B: In the bank naturally. (A)

8. Mrs. B: What do I do with the voucher?
   Clerk: Take it to the teller. (A)

9. Mrs. A: You work at the bank?
   Mrs. B: Yes, I'm a teller. (A)

10. Mrs. B: May I withdraw money? I have no account here.
    Clerk: Of course, how much would you like to withdraw? (B)

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Department Store - En el almacén

1. Dependiente: — ¿Qué color desea?
   Sra. B: — Quisiera una blusa.

2. Sr. B: — ¿Vamos al departamento de cosméticos?
   Sra. B: — Sí, necesito un creyón de labios.

3. Sra. B: — Sí, la blusa no me va bien, ¿me dan un reembolso?
   Dependiente: — Sí, le daremos un reembolso o se la cambiaremos.

4. Dependiente: — Esta blusa cuesta treinta dólares.
   Sra. B: — Tiene una en un tamaño más pequeño?

5. Senora B: — ¿Recibe cheques de viajero?
   Dependiente: — Sí, valen lo mismo que al contado.

6. Sra. B: — ¿Por qué compras loción para el sol?
   Sr. B: — Mi pelo está sucio.

7. Sr. B: — Esta blusa cuesta solamente cinco dólares.
   Sra. B: — Eso es una ganga.

8. Sra. B: — Esta blusa no me va bien.
   Dependiente: — ¿Que tamaño necesita?

9. Sra. B: — ¿Qué color prefieres tú?
   Sr. B: — Prefiero la azul.

10. Susana: — ¡Ola! Juan. ¿Qué estás comprando?
    Juan: — Compro esmalte para las uñas para mi hermana.

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions: You will hear a brief dialogue. Decide whether the last response is appropriate or inappropriate. Indicate your answer as follows: A-appropriate, B-inappropriate.

In The Department Store

1. Clerk: What color would you like?
   Mrs. B: I would like a blouse. (B)

2. Mr. B: Let's go to the cosmetics department
   Mrs. B: Yes, I need a lipstick (A)

3. Mrs. B; If the blouse doesn't fit, may I get a refund?
   Clerk: Yes we will give you a refund or exchange it. (A)

4. Clerk: This blouse costs $30.00.
   Mrs. B: Do you have one in a smaller size? (B)

5. Mr. B: Will you take a traveler's check?
   Clerk: Yes, it is as good as cash. (A)

6. Mrs. B: Why are you buying suntan lotion?
   Mr. B: My hair is dirty. (B)

7. Mr. B: This blouse costs just $5.00.
   Mrs. B: That was a bargain. (A)

8. Mrs. B: This blouse does not fit.
   Clerk: What size do you need? (A)

9. Mrs. B: What color do you prefer?
   Mr. B: I prefer blue. (A)

10. Susan: Hello John, what are you buying?
    John: I am buying nail polish for my sister. (A)

APPENDIX C

CAREER EXPLORATION FORM

CAREER EXPLORATION FORM

Using the information provided in your booklet and/or information in your classroom or library, complete the following questions concerning an occupation you have chosen from this career unit.

OCCUPATION RESEARCHED______________________________________

1. Check the correct answer or answers.

   The occupation you have chosen requires:

   ___________ a high school diploma

   ___________ a college diploma

   ___________ apprenticeship

   ___________ union membership

   ___________ trade school training

   ___________ no special training

   ___________ practical experience

   ___________ physical strength

   ___________ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.
   a.
   b.
   c.
   d.
   e.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occupation? (eg. working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?
   a.
   b.

9. List one local employer in your job field.

APPENDIX D

RESOURCES

RESOURCES

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Films:

PART 2

STUDENT CAREER UNITS

SPANISH I-IV

STUDENT CAREER UNITS

SPANISH I-IV

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I. INTRODUCTION

In past decades students have been told that foreign languages are of use only to college-bound students. This is no longer true.

Many non-professional jobs in this country offer an opportunity for--and often require the use of--a second language. In addition, the world market is open to professional and non-professional people from the United States to fill gaps in other countries. This offers opportunities for work and travel to those who could never afford leisure travel alone. One requirement, however, is that employees have an active knowledge of the foreign language.

These Student Career Units have been developed to combine the learning of foreign language skills and Career Education concepts in order to offer students an interesting way of becoming acquainted with available career choices and to make this language course more relevant to the students.

II. DESCRIPTION OF STUDENT UNITS

This module is composed of five Student Career Units, written in English-Spanish. Each of the units follows a similar format but is related to one of the five occupational clusters listed below:

--Business and Office
--Communications and Media
--Health and Related Occupations
--Hospitality and Recreation
--Marketing and Distribution

The units consist of two main sections, the "Learning Activity Package," which is designed to provide the student with basic skills in the target language relative to the occupational cluster unit being studied, and the "Career Research Package," which provides occupational information and activities to assist the student in exploring the career of his/her choice. Basically, they contain the following information and activities, with directions for completing the packages:

Learning Activity Package

--List of Occupations
--Vocabulary List with English Equivalents
--Multiple Choice Vocabulary Quiz in Target Language
--Skit
--Supplementary Vocabulary
--Supplementary Activities
--Listening Comprehension Test Answer Sheet

Career Research Package

--Information on Selected Occupations
--Career Exploration Form

III. OBJECTIVES OF STUDENT UNITS

The following student objectives are developed in each of the five Student Career Units, with very little variation:

The student will -

--Demonstrate knowledge of the occupationally-related vocabulary and unit contents by completing a written and listening comprehension test.
--Interpret and/or complete any assigned forms, charts, etc., related to the career units being studied.
--Participate in the production of skits by either acting, directing, filming, designing props, etc.
--Compose a short skit based on provided conversation stimuli related to the career units.
--Utilize the "Help Wanted" ads in provided foreign language newspapers to identify job offers related to the career units being studied. (Optional)
--Select an occupation to explore and utilize the provided information to complete the Career Exploration Form for each of the five units.

The student will be evaluated on an objective, percentage basis or a subjective, satisfactory/unsatisfactory basis, depending on the nature of the activity.

THE REMAINDER OF THIS MODULE CONSISTS OF THE FIVE STUDENT CAREER UNITS AND THE DIRECTIONS AND MATERIALS REQUIRED TO COMPLETE THEM.

STUDENT CAREER UNIT I

BUSINESS AND OFFICE LEARNING ACTIVITY PACKAGE

BUSINESS AND OFFICE

OCCUPATIONS

--Bookkeeping Clerk - Tenedor de libros
--Bookkeeping Machine Operator - Operador de máquina de tener libros
—Office Boy/Office Girl/Messenger - Mensajero, a
—Receptionist - Recepcionista
—Secretary - Secretaria
—Stenographer - Estenógrafo
—Typist - Mecanógrafo,a

VOCABULARY LIST FOR THE "JOB INTERVIEW"

Directions:

The following vocabulary items are related to business and office occupations and the "Job Interview." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on Page 14. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

name	nombre
appointment	cita
interview	entrevista
interested	interesado, a
secretary	secretario secretaria
position	posición
advertise	anunciar
information form	planilla de información
completed	completado, a
desk	escritorio
correct	correcto, a
temporary	temporario, a
to type	escribir a máquina
short hand	taquigrafía
skill	habilidad, destreza
training	entrenamiento
attend	asistir
occupational school	escuela de ocupación (vocación)
practical working experience	trabajo práctico
reference	referencia
speaking knowledge	habilidad oral
foreign language	idioma extranjero, lengua extranjera
reading knowledge	habilidad de lectura

language test	examen de lenguaje
duty	deber, faena
business	negocio
firm	casa comercial
to do business with	hacer negocio con
order form	forma de ordenar
billing form	forma de fractura
pay (salary)	sueldo
office	oficina
to fill out	rellenar

VOCABULARY QUIZ ON "THE JOB INTERVIEW" - La entrevista para el empleo

Directions:

You will read a series of incomplete statements followed by three choices A, B, and C. Select the choice which best completes the statement, and circle the letter which corresponds to your choice.

1. Ella aprende taquigrafía en una_______________.
    A. escritorio
    B. examen de lenguaje
    C. escuela de vocación

2. Si usted es americano, entonces el español es un___________.
    A. país
    B. taquigrafía
    C. idioma extranjero

3. La información en esta planilla está_________________.
    A. correcta
    B. taquigrafía
    C. anunciada

4. Por supuesto que la secretaria puede____________.
    A. asistir
    B. escribir a máquina
    C. anunciar

5. La secretaria hizo su___________con esta firma.
    A. trabajo práctico
    B. referencia
    C. posición

6. Antes de la entrevista, se tiene que rellenar una_____________.
    A. entrenamiento
    B. planilla de información
    C. escuela de vocación

7. Hacemos mucho negocio con esta_________________.
    A. posición
    B. idioma extranjero
    C. firma

8. Su escritorio está en la_____________________.
    A. oficina
    B. firma
    C. escuela de ocupación

9. Mi__________es a las tres.
    A. posición
    B. referencia
    C. cita

10. ¿A qué escuela de vocación______________?
    A. anuncia
    B. asiste
    C. rellena

THE JOB INTERVIEW -- LA ENTREVISTA PARA EL EMPLEO

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
Miss Clay- Srta. Barro Mr. Wood-Sr. Madera The Secretary	Miss Clay enters the office and goes up to the secretary's desk.	Srta. B.: ¡Ola! Me llamo señorita Barro. Llamé antes e hice una cita para entrevistarme. Estoy interesada en la posición de secretaria que han anunciada en el periódico.	Miss Clay: Hello. My name is Miss Clay. I called earlier and made an appointment for and interview. I am interested in the secretarial position that you advertised in the newspaper.
PROPS: Desk for Secretary Writing Desk Desk for Mr. Wood Information Form Pen	Secretary hands Miss Clay a form.	Sec.: Bien, Srta. Barro. Haga el favor de rellenar esta planilla de información. El Sr. Madera la verá en unos pocos minutos. Puede usar el escritorio cerca de la ventana.	Secretary: Yes, Miss Clay. Please fill out this information form. Mr. Wood will see you in a few minutes. You may use the desk by the window.
		Srta. B.: Gracias. (pausa)	Miss Clay: Thank you. (pause)
	Miss Clay goes over to desk, sits down and begins filling out form. Camera fades and comes back as she finishes the form. She brings the form to the secretary.	Srta. B.: Aquí está la planilla completada. La información está correcta, pero la dirección es provisional.	Miss Clay: Here is the completed form. The information is correct, but the address is temporary.
		Sec.: Gracias. El Sr. Madera la verá ahora. Pase por esa puerta, por favor.	Secretary: Thank you. Mr. Wood will see you now. Go through that door, please.
		(pausa)	(pause)

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
	Miss Clay sits down.	Sr. M.: Srta. Barro, entre. Siéntese, por favor. (pausa)	Mr. Wood: Miss Clay, please come in. Sit down, please. (pause)
		Sr. M.: Buscamos a una persona con experiencia en escribir a maquina y habilidad en taquigrafía. Srta. Barro, ha tenido usted entrenamiento en estas áreas?	Mr. Wood: We are looking for a person with typing and short hand skills. Miss Clay, have you had training in these areas?
		Srta. B.: Sí, Señor Madera. Asistí a una escuela de vocación, e hice el trabajo práctico de experiencia con la Librería Mano.	Miss Clay: Yes, Mr. Wood. I attended an occupational school and had my practical working experience with Hand's Bookstore.
		Sr. M.: Sí, veo que nos mandó una refencia del Señor Mano. Sabe también que exigimos una hablidad parlante de una lengua extranjera. ¿Cuáles idiomas sabe?	Mr. Wood: Yes, I see you sent us a reference from Mr. Hand. You know also, that we require a speaking knowleuge of one foreign language and a reading knowledge of another foreign language. What languages do you know?

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Srta. B.: Puedo leer inglés y sé hablar italiano.	Miss Clay: I have a reading knowledge of English and a speaking knowledge of Italian.
		Sr. M.: Muy bien. Eso es exactamente lo que buscamos. Le pediremos que tomé un examen corto de lenguas antes de que se vaya hoy. Sí sale bien en el examen, estoy seguro que la posición será suya.	Mr. Wood: Very good. That's just what we are looking for. We will ask you to take a short language test before you leave today. If you do well on the test, I'm sure you will get the job.
		Srta. B.: Muchísimas gracias. Me gustaría saber las faenas del trabajo.	Miss Clay: Thank you very much. I would like to know then what the duties of this job are.
		Sr. M.: Escribirá cartas a firmas de negocio con las cuales tenemos cuentas y completará hojas de encargos y cuentas. Por supuesto, hay otras cositas que hacer. Pero éstas son las faenas principales. También estará interesada en el sueldo.	Mr. Wood: You will be typing letters to business firms that we do business with and completing order forms and billing forms. Of course, there are other things involved. But these are the main duties. You are probably interested in the pay too.
		Srta. B.: Sí, por supuesto.	Miss Clay: Yes, of course.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Sr. M.: Para empezar recibirá tres dólares por hora, y trabajará 40 horas por semana. Esta oficina se abre a las ocho y cierra a las cinco.	Mr. Wood: At first you will receive $3.00 per hour, and you will be working 40 hours a week. The office opens at 8:00 and closes at 5:00.
		Srta. B.: Muchísimas gracias por su tiempo y la información. ¿ A dónde voy a tomar el examen de idiomas.	Miss Clay: Thank you very much for your time and information. Just one more question. Where do I take the language test?
		Sr. M.: Pregúntele a la secretaria en la otra oficina.	Mr. Wood: Just ask the secretary in the other office.
		Srta. B.: Muchas gracias. Adiós.	Miss Clay: Thank you. Good bye.
		Sr. M.: Adiós.	Mr. Wood: Good bye.

SUPPLEMENTARY ACTIVITIES FOR BUSINESS AND OFFICE

1. Using the vocabulary that you have learned, look in a Spanish newspaper for a job advertisement that interests you.
2. Write a letter of application for a chosen job.
3. Complete the following application form.
4. Compose your own job interview based on the job advertisement you selected and be prepared to act out one of the roles.

FORMA DE EMPLEADOS

A. INFORMACIÓN

1. Apelledo y nombre de pila________________________.

2. Apodo______________.

3. Fecha de nacimiento__________lugar_______________.

4. Si menor de edad nombre de padres o guardián_____________.

5. Hyos
nombre_____________ edad_______________________
_____________ _______________________

6. Dirección
Calle____________________ Número________________

7. Ciudadania__________________.

8. Avisar en emergencia__________________
teléfono

B. ENTRENAMIENTO

Escuela	desde	a	año

ANSWER SHEET

BUSINESS AND OFFICE LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

The Job Interview

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STUDENT CAREER UNIT I

BUSINESS AND OFFICE CAREER RESEARCH PACKAGE

BUSINESS AND OFFICE CAREER RESEARCH PACKAGE

Directions:

The selected Business and Office occupations listed at the beginning of this unit are briefly described on the following pages.

1. Select one occupation that is of interest to you.
2. Using the information provided on that occupation, complete the Career Exploration Form on page 35.
3. Familiarize yourself with the information.
4. Without your Career Exploration Form, complete the quiz on page 37 with 80% accuracy.
5. To check your answers, use your Career Exploration Form.

INFORMATION ON SELECTED OCCUPATIONS

BOOKKEEPING CLERK

Usual Duties:

A bookkeeping clerk posts figures in ledgers and journals; posts and helps compute wages and other costs. May operate a posting, adding or other office machine. May assist in making up the payroll and do other clerical tasks; i.e., filing, mailing statements and making bank deposits. Frequently prepares copies of permanent records, such as customers' invoices.

Qualifications:

Commercial high school or business school training is desirable. One may complete about six months of on-the-job training. Usually must have at least a high school education with courses in mathematics, bookkeeping, typing or business machine operating being an essential. Must be able to work rapidly and accurately as well as neatly. Good eyesight is needed to record bookkeeping data.

Characteristics Of Job:

Opportunities are always available for both men and women with commercial, state or government firms in any community. Work is usually a five-day week with a 40 hour week. Work is performed indoors in pleasant surroundings.

Finding The Job:

Apply at the personnel office of any local retail or wholesale firm, bank, insurance co., manufacturing firm, government agency or large business enterprise. Read the "help-wanted" columns in the daily newspapers. Visit your local Civil Service Commission or your local post office and ask for information.

Write to:

Bureau of Educational Assistance Programs
Division of Vocational and Technical Education
U. S. Office of Education
Washington, D. C. 20202

The National Association and Council of Business Schools
1518 K Street, N. W.
Washington, D. C. 20005

BOOKKEEPING-MACHINE OPERATOR

Usual Duties:

The bookkeeping-machine operator keeps financial records with the use of an electric bookkeeping machine with a keyboard. Then checks own work to make sure there are no errors on the machine-computed figures. Prepares and copies permanent records. May also perform other clerical work and operate other office machines.

Qualifications:

A six month on-the-job training course must be successfully completed to qualify for the position of bookkeeping machine operator. Must have at least a high school education. Courses in bookkeeping, business math., typing and operation of office machines are indispensable. Must be accurate, neat and must be able to work rapidly. Good eyesight is needed in order to feed small numbers into the machine.

Employment Opportunities:

There are many thousands of jobs available in this area. These jobs are to be found in all communities in all parts of the country and in foreign countries where the U. S. has large business enterprises. This type of work is available to both men and women. Training may be available through your local State Employment Service office under the Manpower Development and Training Act.

Finding The Job:

Same as for bookkeeper.

OFFICE BOY, OFFICE GIRL OR MESSENGER

Usual Duties:

The office boy, office girl or messenger collects, seals, sorts, stamps, and mails or delivers messages. May be required to operate a vehicle in connection with work. May also need to obtain receipts, keep records, answer telephones, operate simple office machines and do some filing.

Qualifications:

Must receive a few days of on-the-job training to become an office boy, office girl, or messenger. Usually must have a high school education. Courses in business math, office machines, or any subjects related to clerical work are most important. In many cases must be at least 18 in order to operate a car and must have a valid driver's license. One must be physically able to stand or walk for long periods of time. A good sense of hearing is required in order to successfully understand messages. Must be friendly, neat, tactful, patient, and otherwise prepared to deal with the public.

Employment Opportunities:

Thousands of jobs are available in almost all communities throughout the country. Students may obtain part-time or weekend work with any large business enterprise. This type of work is available to both women and men and training is available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any local business firm, bank, radio and television broadcasting station, department store, or government agency. Check your daily newspaper ads or register at your local State Employment Service Office.

RECEPTIONIST

Usual Duties:

The receptionist receives clients, customers and visitors; makes a record of their name and other information; answers routine questions and gives other information. May also make appointments, operate the switchboard, answer the telephone, type and collect and give out messages.

Qualifications:

About three months on-the-job training are required for this position. One must have at least a high school education. Courses in typing, filing, bookkeeping, PBX switchboard operator and English grammar are very useful. Must be neat and be able to operate the fingers swiftly. Must be friendly, courteous and pleasant to deal successfully with the public.

Employment Opportunities:

There are thousands of openings in this field in all parts of the country. Good chances of finding employment will be in offices, private or government, large business firms, doctors' offices, hotels or hospitals. Training is available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any large corporation, business office, government agency, or hospital. Read the daily newspaper ads, or register at your local State Employment Agency.

Write to:

United Business Schools Association
1518 K Street, N. W.
Washington, D. C. (20005)

SECRETARY

Usual Duties:

The secretary gives information to callers, schedules appointments, takes dictation and otherwise helps to run an office efficiently. Attaches appropriate file to correspondence to be answered by employer, and reads and routes incoming mail. May take dictation from a dictaphone or in shorthand. In addition, performs other routine duties such as answering the telephone, scheduling appointments, greeting visitors and introducing clients to employer or appropriate person.

Qualifications:

A few months on-the-job training must be completed to become a secretary. At least a high school education is required with courses in business English, math, shorthand, typing, bookkeeping and business machine operations most valuable for advancement. A foreign language may be very useful, especially in work overseas or with a governmental agency. Must be able to work rapidly and have good eyesight and hearing. Must be pleasant, accurate, neat and be able to meet the public well.

Employment Opportunities:

There are always thousands of job openings in this field. Jobs are usually found in any large cosmopolitan or industrial area. Positions are open to both women and men and the work is always done in pleasant indoor surroundings. Training is available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any insurance company, bank, local manufacturing firm, hospital, educational institution, insurance agency or government agency. Read the daily want ads in local newspapers.

For more information, write to:

Same as for typist.

STENOGRAPHER

Usual Duties:

The stenographer takes, in shorthand, the dictation of reports, correspondence, legal documents or other material, transcribes them and types them. A variety of routine duties may also be performed by the stenographer; ie., compiling records, operating the switchboard, filing, answering the telephone, preparing receipts and mailing correspondence.

Qualifications:

Must complete a few months of on-the-job training. At least a high school education is required, with courses in mathematics, typing, shorthand, business practice, business English and operation of business machines. A foreign language is very valuable for work with governmental agencies and in foreign countries. In some cases a Civil Service test is required.

Employment Opportunities:

Thousands of jobs are always available in this field. Jobs are found in all communities and countries, but are more available in large industrial centers, or areas where business enterprises are operating. Governmental agencies on all levels are always looking for good typists. Training for this kind of work is available through your local State Employment Service under the Manpower Development Act.

Finding The Job:

Apply directly at the personnel office of any local insurance firm, educational organization, hospital, department store, business firm or government agency. Read the daily want ads of the local newspapers.

For more information, write:

Bureau of Educational Assistance Programs
Division of Vocational and Technical Education
U. S. Office of Education
Washington, D. C. 20202

United Business Schools Association
1518 K Street, N. W.
Washington, D. C. 20005

TYPIST

Usual Duties:

The typist types business forms, letters, envelopes and stencils from dictation, rough drafts, dictaphone machine or other sources. May also do other clerical work such as filing, running the duplicating machine, or answering the phone.

Qualifications:

To be a typist, one must usually complete a few weeks of on-the-job training. A high school education is preferred and courses in business English, typing, bookkeeping, office practice or shorthand are very valuable. Must have good eyesight and be able to work rapidly. Good hearing is necessary if one is to work from a dictating machine. Neatness and a pleasant personality enhance the opportunity for obtaining the position. A foreign language is vital for overseas work, which usually pays a great deal more than local positions.

Employment Opportunities:

There is always a great demand for typists. Work is indoors, usually in pleasant surroundings and may be found in any community in the world. Jobs are available during the weekends, summers or after school hours for students who must work while attending college or other institution of higher learning. Most typists are women, but many males are now coming into the field. Training is available through your local State Employment Service under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any large business firm, government agency, institution or educational institution. Read the"help wanted" columns of the daily newspapers. Visit the local office of the Civil Service Commission or your local post office and ask for information.

Write to:

United Business Schools Associations
1518 K Street, N. W.
Washington, D. C. (20005

CAREER EXPLORATION FORM

Using the information provided in this booklet and/or information in your classroom or library, complete the following questions concerning the occupation you have chosen from this career unit.

OCCUPATION RESEARCHED ______________________________

1. Check the correct answer or answers.

   The occupation you have chosen requires

   __________ a high school diploma

   __________ a college diploma

   __________ apprenticeship

   __________ union membership

   __________ trade school training

   __________ no special training

   __________ practical experience

   __________ physical strength

   __________ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.
   a.
   b.
   c.
   d.
   e.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occupation (working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?
   a.
   b.

9. List one local employer in your job field.

CAREER EXPLORATION QUIZ

Directions: Complete this quiz with 80% accuracy. To check your answe use the Career Exploration Form you filled out on the oc pation you chose.

1. Name of occupation. ____________________

2. List two duties required of this occupation.

   a. ____________________

   b. ____________________

3. List two or more educational requirements for the occupation.

   a. ____________________

   b. ____________________

4. List any special physical requirements below.

   a. ____________________

   b. ____________________

5. List at least two sources of information for "finding the job" you chosen.

   a. ____________________

   b. ____________________

STUDENT CAREER UNIT II

COMMUNICATIONS AND MEDIA LEARNING ACTIVITY PACKAGE

COMMUNICATIONS AND MEDIA

OCCUPATIONS

Communications:

--Postal Carrier - cartero
--Postal Clerk - empleado de la casa de correos
--Telephone Installer - hombre que instala teléfonos
--Telephone Operator - operadora

Media:

--Journalist - periódista
--Offset Pressman - empresor
--Radio and TV Repairman - operatorio de televisores y radios
--Reporter - reporter

VOCABULARY LIST FOR "NEWSMEDIA"

Directions:

The following vocabulary items are related to "newsmedia" occupations. Study the vocabulary items, and when you feel that you have learned them, take the short quiz on Page 43. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

reporter	reporter or reportero
news	noticias
interview	entrevista
question (noun)	pregunta
answer (verb)	responder, contestar
nation	país, nación
editor	redactor
radio	radio
television	televisión
newspaper	periódico
foreign correspondent	corresponsal extranjero
report (verb)	relatar
opinion	opinión
situation	situación
international	internacional
camera	cámara
microphone	micrófono
American	americano, a
economic	economía
viewers	el público
issue	asunto
facts	hechos

VOCABULARY QUIZ ON "NEWSMEDIA" - THE INTERVIEW

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A,B, and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

1. Compramos un periódico para leer las__________.
   A. noticias
   B. preguntas
   C. el público

2. Se toma una foto con una____________.
   A. radio
   B. editor
   C. cámara

3. Estoy contestando a su____ _________.
   A. pregunta
   B. opinión
   C. asunto

4. España, Francia, y Alemania son___________.
   A. corresponsal extranjero
   B. situaciones
   C. países

5. En la televisión se tiene que hablar con un______________.
   A. radio
   B. micrófono
   C. periódico

6. ¿Desea mi_________sobre el asunto?
   A. pregunta
   B. opinión
   C. entevista

7. Yo escribo las noticias internacionales para el periodico. Soy __________ relato.
   A. corresponsal extranjero
   B. editor
   C. público

8. Gentes de todos los países viven en Nueva York. Es una ciudad_______ .
   A. internacional
   B. económica
   C. entrevista

9. Nuestro periódico relata solamente ________________.
   A. público
   B. hechos
   C. preguntas

10. Tenemos que__________sobre España.
    A. entrevistar
    B. contestar
    C. relatar

THE INTERVIEW

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
Reporter Mr. Ruíz Both dressed in shirt and ties and suit. Others to walk by PROPS: Microphone Slide of City Sign "The New Day Show" in target language. Sign with credits in target language	Close up of sign and music and then fade out and return to reporter.	Reporter : Yo soy Carlos Molinero y éste es el programa "Noticiario del Día". Les hablo hoy desde el país internacional de Argentina, de la ciudad de Buenos Aires. Como ustedes saben intentamos entrevistarnos con representantes de muchas profesiones, para darles huntos de vista variados y opiniones sobre asuntos importantes. ¡Ah! Aquí tenemos ya a alguien.	Reporter: Good Morning. I am Charles Miller and this is the "New Day Show". I am reporting to you today from the streets of that international Argentinian city -- Buenos Aires. As you know, we try to interview people of may professions and from many nations, to let you viewers know others opinions about important issues. Ah, here's someone now.
	Reporter approaches Mr. Ruíz.	Reporter : Perdón, señor, me quiere hacer el favor de responder a algunas preguntas para nuestro público.	Reporter: Excuse me sir, would you please answer a few questions for our viewers?
		Sr. Ruíz: Sí, le daré algunas respuestas, pero no me puedo quedar mucho tiempo.	Mr. Ruíz: Yes, I will answer a few questions, but I can not stay long.
		Reporter : Me fijo que tiene un accento. Es usted estadounidense ? ¿Y qué le trae a Buenos Aires?	Reporter: I notice an accent. Are you an American? What brings you to Buenos Aires?

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Sr. Ruíz: Sí, soy estadounidense, visito a Buenos Aires frecuentemente. Soy correspondiente internacional para un periodico americano.	Mr. Ruiz: Yes, I'm an American, but I visit Buenos Aires quite frequently. I am a foreign correspondent for an American newspaper.
		Reporter : Que suerte para nosotros. Estoy seguro de que usted tiene una opinión sobre la situación económica en que se encuentra hoy el mundo. Fíjese en la camara por favor!	Reporter: That's luck for us. I'm sure you have an opinion then about the present economic situation in the world. (addressing only Mr. Ruiz:) Look at the camera please!
		Sr. Ruíz: Estoy contentísimo de darle mi opinión. Tengo que tener mucho cuidado en lo que escribo. Pero ahora puedo hablar francamente. Todos queremos más de lo que tenemos. No importa cuanto tengamos.	Mr. Ruiz: I will enjoy giving you my opinion. In my writing, I must be very carefully not to include my opinion, but only to report the news as it happens. I believe, we have this problem because we are all so selfish. We all want more than we have, no matter how much we have.
		Reporter : Muchas gracias, señor. Nos ha dado a todos mucho en que pensar.	Reporter: Thank you very much sir. You have given us all something to think about.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
	Mr. Ruiz leaves. Reporter turns to face camera and the camera focuses in on his face. Another shot of the title sign. Then another sign with credits and a return to title sign. (music)	Reportero: Bueno, querido público, eso es todo para hoy. Recuérdense que hoy es un día nuevo. Vivan como si lo fuera. Hasta la próxima.	Reporter: Well viewers, that's all we have time for today. Remember, today is a new day. Live it like one! Until next time!

SUPPLEMENTARY VOCABULARY FOR NEWSMEDIA

political	político,a
column	columna
policy	póliza
channel	canal
public	público
listeners	radioyentes (radio) oyentes
readers	lectores
local	local
ecology	ecología
mayor	alcalde
plans	planes
pollution	contaminación
preserve	conservar
provide	proveer
natural	natural
park	parque
area	área
attitude	atitud
spend	gastar
money	dinero
in favor of	en favor de or estar por
community	comunidad
taxes	impuestos
necessary	necesario
unnecessary	innecesario

SUPPLEMENTARY ACTIVITIES FOR NEWSMEDIA

1. Write your own interview using the following stimulus:

   The reporter is interviewing the Mayor on the issue of ecology. He wants to know what the Mayor thinks about and plans to do about pollution of lakes and rivers in the area, preserving trees, and providing natural park areas. The Mayor has a positive attitude about ecology but doesn't want to spend much money on it.

   Reporter: Buenos días, Sr. Alcalde. Gracias por consentir en hablarnos sobre el asunto de la ecología.

   Mayor:

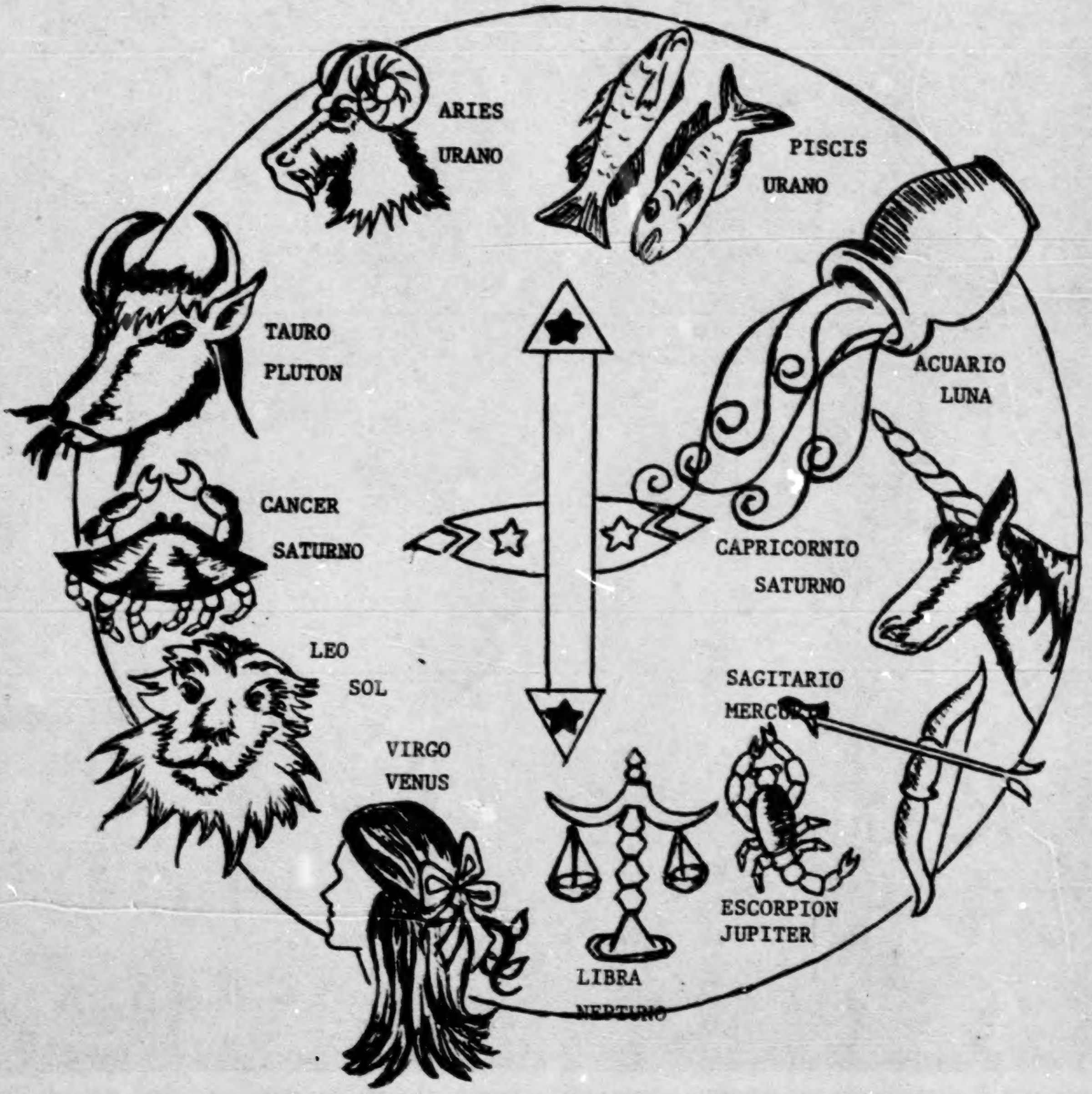
2. Write a newspaper article using the information in the preceding stimulus.

3. Plan and record an actual interview with a Spanish-speaking person in the area. The interview should be in Spanish.

4. Read an article from a Spanish newspaper and give a summary of it with editorial remarks. (Advanced classes only)

5. Using the attached horoscope, write a daily horoscope as it may appear in your local newspaper.

HORÓSCOPO


ARIES
URANO
PISCIS
URANO
TAURO
PLUTON
ACUARIO
LUNA
CANCER
SATURNO
CAPRICORNIO
SATURNO
LEO
SOL
SAGITARIO
MERCU
VIRGO
VENUS
ESCORPION
JUPITER
LIBRA
NEPTUNO

ANSWER SHEET

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

The Newsmedia

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

VOCABULARY LIST FOR "IN THE POST OFFICE"

Directions:

The following vocabulary items are related to communications and media and "In The Post Office." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on page 53. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

telephone, phone (public)	cabaña telefónica
long distance	larga distancia
operator	operadora
phone number	número de teléfono
area code	número automático, o código de aérea
connection	conexión
post office	correo
postal clerk	el empleado de correo
stamp	estampilla, timbre
letter	carta
address	dirección
airmail	correo aéreo

VOCABULARY QUIZ FOR COMMUNICATIONS - TELEPHONE AND MAIL

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices most appropriately completes the sentences and circle the letter which corresponds to your choice. Make sure that you have studies the vocabulary list carefully, then take the test.

1. Quiero enviarle una carta a ella, pero no sé su______________.
   A. número de teléfono
   B. dirección
   C. aéro-correo

2. No se puede enviar una carta sin un______________________.
   A. conexión
   B. empleado de correos
   C. timbre

3. Necesito dinero para llamar a mi tiá en una________________.
   A. cabaña teléfonica
   B. aéreo-correo
   C. llamada de larga distancia

4. Necesita esta carta pronto. Deseo enviarla por____________.
   A. timbre
   B. momento
   C. correo aéreo

5. No sé su número de teléfono, Tengo que pedírselo a la__________.
   A. operadora
   B. larga distancia
   C. timbre

6. Mi mamá vive en Lima y deseo llamarla. Tendré que hacer una____________.
   A. llamada de larga distancia
   B. conexión
   C. número automatico/o código de aérea

7. Si su amigo no vive en la ciudad, puede enviarle una___________.
   A. número de teléfono
   B. carta
   C. operadora

8. Él compra sus timbres del______________.
   A. operadora
   B. correo aéreo
   C. empleado de correos

9. Para llamar necesita entrar a la_________________.
   A. correo
   B. cabaña teléfonica
   C. larga distancia

10. Yo recibo tres________todos los días.
    A. cartas
    B. timbres
    C. direcciones.

IN THE POST OFFICE - EN EL CORREO

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENCLISH)
John - Juan (young man) Postal Clerk (Uniform-postal clerk, middle-aged)-Empleado de correos Voice of Operator Two Other People in Line **PROPS:** Counter Letters Stamps Money Sign for Telephone Booths Which Reads Telephone No. 1	John goes into the Post Office. He stands in line behind two other people. The line moves very quickly. The camera moves in on John and the postal clerk.	**Juan:** Quisiera enviar estas cartas áreo-correo. ¿Cuanto costarán?	**John:** I would like to send these letters by air mail. How much will that cost?
		Emp.: Costarán a 2 pesetas por onza.	**Postal Clerk:** That will cost $.26 per ounce.
		Juan: Hágame el favor, entonces de darme dos timbres de 2 pesetas.	**John:** Please give me then two $.26 stamps.
		Emp.: Dos timbres de 2 pesetas. Eso será 4 pesetas. Desea algo más?	**Postal Clerk:** Two 26¢ stamps. That will be $.52. Will that be all?
		Juan: No, me gustaría hacer una llamada de larga distancia.	**John:** No, I would like to make a long distance call.
		Emp.: Sabe el número de teléfono?	**Postal Clerk:** Do you know the number?
		Juan: No, pero sé la dirección?	**John:** No, but I know the address.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Emp.: Está bien. Váyase a esa cabaña telefónica. Cuando suene el teléfono, contéstelo y dígale a la operadora con quién desea hablar.	Postal Clerk: Allright. Go into booth number one. When the telephone rings, answer it and tell the operator whom you wish to call.
	John goes into booth marked number one. Phone rings and John answers.	Juan: ¡Ola!	John: Hello!
		Operadora: ¿Dónde desea llamar?	Operator: Where do you wish to call?
		Juan: A Lima, Perú.	John: Lima, Peru.
		Operadora: ¿Y con quién desea hablar?	Operator: And whom do you wish to call?
		Juan: Con el señor Enrique Cristal, Calle Primera, número 3214.	John: Mr. Henry Glass, at 3214 Main Street.
		Operadora: Un momento, por favor. Haré la conexión. El número es: 3221 563 942.	Operator: One moment please, and I will connect you. The number is: area code 3221 563 942.
	Pause		
		Juan: Muchísimas gracias.	John: Thank you very much.
		Operadora: Señor, aquí tiene su conexión.	Operator: Sir, your connection.

SUPPLEMENTARY VOCABULARY FOR COMMUNICATIONS - TELEPHONE AND MAIL

phone book	guia telefónica
mailbox	buzón
postman	cartero
envelope	sobre
zip code	zona postal
package	paquete
insure	asegurar
weight	peso
mailing cost	gasto de distribución
value	valor
sender	remitente
receiver	receptor
telegram	telegrama
to dial (a telephone)	marcar
send	mandar, envíar
wrap	envolver, empaquetar

CONVERSATION STIMULUS FOR COMMUNICATIONS - IN THE POST OFFICE

Using the Supplementary Vocabulary, write your own conversation using the information in the conversation stimulus below:

Christine goes into the post office. She wishes to mail a package. The postal clerk wants to be certain that the package is wrapped correctly, that the address is correct and that Christine has used the zip code. Christine wants to insure the package and must know the value of the package and the weight.

Christine: ¡Ola! Quisiera enviar este paquete.

ANSWER SHEET

COMMUNICATIONS AND MEDIA LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Post Office

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STUDENT CAREER UNIT II

COMMUNICATIONS AND MEDIA CAREER RESEARCH PACKAGE

COMMUNICATIONS AND MEDIA CAREER RESEARCH PACKAGE

Directions:

The selected Communications and Media occupations listed at the beginning of this unit are briefly described on the following pages.

1. Select one occupation that is of interest to you.

2. Using the information provided on that occupation, complete the Career Exploration Form on page 71.

3. Familiarize yourself with the information.

4. Without your Career Exploration Form, complete the quiz on page 73 with 80% accuracy.

5. To check your answers, use your Career Exploration Form.

POSTAL CARRIER

Usual Duties:

The postal carrier delivers mail and parcel post and makes collections from mail boxes.

Qualifications:

A high school education is required and a civil service exam must be met. There is an 18 years of age minimum and often a drivers' license is required. Most of the positions available are for men. A post carrier must be physically fit to lift heavy mail sacks or walk long distances if his route is on foot.

Occupational Opportunities:

All communities need postal carriers, especially the fast expanding suburban areas. There are many opportunities for temporary jobs during the Christmas season. Preference is given to veterans.

Finding The Job:

Apply directly at your local post office.

POSTAL CLERK

Usual Duties:

The postal clerk sorts letter mail, parcel post, and paper mail. She/he fills and empties mail sacks, issues money orders, registers and insures mail, weighs and computes mailing costs. She/he sells U. S. savings stamps, and performs regular clerical duties.

Qualifications:

A high school education is required with courses in math, business practice and foreign languages being important for promotions, etc. There is a minimum age of 18 and a civil service exam must be passed. Most of the positions available are for men. A postal clerk must be physically fit to stand all day and to carry large and heavy mail sacks. Her/his eyesight must be good to read small print.

Occupational Opportunities:

All communities, cities, towns, etc., need postal clerks since there are post offices throughout the entire United States. The best opportunities are to be found in suburban areas that are expanding. There are many opportunities for part-time jobs during the Christmas season.

TELEPHONE INSTALLATION AND MAINTENANCE

Usual Duties:

Several entry jobs include men who solder and string lead and connecting wires, linemen, and cable splicer helpers. The telephone installer removes and places phones in homes and businesses. He climbs poles, attaches outside wires and connects telephone cable terminals. He then tests the phones to make sure that everything is working.

Qualifications:

High school education is required with courses in basic electricity, physics and math helpful but not required. Seven months of classroom and on-the-job training and aptitude tests are also required. One must be physically fit to climb and must be able to work rapidly and accurately with the hands.

Occupational Opportunities:

Jobs are found in nearly all communities and in many establishments. Best chances for finding jobs are with the various telephone companies and in large cities.

Finding The Job:

Apply directly in the personnel office of any large telephone company. Contact local union officials and read the ads in daily newspapers.

For further information write to:

Alliance of Independent Telephone Unions
Room 302
1422 Chestnut Street
Philadelphia, Pennsylvania 19102

International Brotherhood of Electrical Workers
1200 - 15th Street, N. W.
Washington, D. C. 20005

Communications Workers of America
1925 K Street, N. W.
Washington, D. C. 20005

TELEPHONE OPERATOR

Usual Duties:

The telephone operator operates a cordless or a cord switchboard to relay outgoing, incoming, or interoffice calls. She pushes switch keys to make connections and to relay calls on cordless switchboards. She plugs cords into jacks that are mounted on the switchboard or cord equipment. She may also supply information to callers, keep records of calls and toll charges. She may also perform clerical duties, such as typing, sorting mail and proofreading.

Qualifications:

A telephone operator must complete one to three weeks of on-the-job training. A high school education is necessary with courses in English, typing and business arithmetic. A foreign language is required for overseas operators. One must be able to work rapidly and accurately with fingers and hands when handling the plugs attached to the cords. Good vision with normal color vision is a necessity as is a good sense of hearing.

Occupational Opportunities:

There will be about 290,000 job opportunities for operators within the next five or six years. Jobs are found in nearly all communities, especially in the larger cities. Training is available under Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of the telephone company, large hotels, offices, telephone answering services establishments. Read the local want ads in the daily newspapers.

Write to:

Communications Workers of America
1925 K Street, N. W.
Washington, D. C. 20006

Alliance of Independent Telephone Unions
1422 Chestnut Street, Room 302
Philadelphia, Pennsylvania 19102

OFFSET PRESSMAN APPRENTICE

Usual Duties:

The offset pressman operates an offset printing press to print multicolor and single copy form lithographic plates. He sets the plate after cleaning it and locks into position the press. He fills the press with ink and adjusts the space between the blanket and impression cylinders. He regulates and controls the moisture delivery to the plate. He then examines the proof for errors and starts the press again.

Qualifications:

You must either complete an apprenticeship program that consists of four or five years of classroom instruction or on-the-job training or work informally on the job. You must be a high school graduate, at least 18 years of age and pass an aptitude test. You must be physically fit to stand for long periods of time and be able to work rapidly and accurately with your hands.

Occupational Opportunities:

Jobs are found in nearly all communities and in many organizations. Good chances for employment will be at commercial printing plants and newspapers in large cities. Preapprenticeship training is available through the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any printing plant or newspaper. Read the daily help wanted ads in the local newspapers or register at your local State Employment Service Office.

For more information write to:

Printing Industries of America, Inc.
20 Chevy Chase Circle, N. W.
Washington, D. C. 20015

Graphic Arts Technical Foundation
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213

Lithographers and Photoengravers International Union
233 West 49th Street
New York, New York 10036

RADIO AND TELEVISION REPAIRMAN

Usual Duties:

The radio and television repairman repairs television sets and radios at home or in the shop. He observes the sets, tests the tubes, and examines the chassis for broken or loose connections. After finding the cause of the trouble, he makes the necessary repairs and replaces any defective parts. When testing these devices he uses: oscilloscopes, voltmeters, or other electronic testing instruments.

Qualifications:

You must either learn the work informally by on-the-job training or complete an apprenticeship program of two or three years of classroom instruction and on-the-job training. To qualify for an apprenticeship program, you must have completed high school. Courses in electronics, math, physics, and drafting are very useful. You must take an aptitude test and in a number of cities and states you must have a license. You must be physically able to lift large objects and work in stoop, kneeling, or crouching positions.

Occupational Prospects:

Jobs are found in nearly all communities and establishments that sell and service radios or television receivers. Preapprenticeship training is available through the Manpower Development and Training Act.

Finding The Job:

Apply directly at the employment office of any large establishment that sells radios and television receivers. Apply at independent repair shops or manufacturing firms. Read the daily want ads in the local newspaper. Visit your local post office or the local office of the Civil Service Commission.

CAREER EXPLORATION FORM

Using the information provided in this booklet and/or information in your classroom or library, complete the following questions concerning the occupation you have chosen from this career unit.

OCCUPATION RESEARCHED____________________________________

1. Check the correct answer or answers.

   The occupation you have chosen requires

   __________ a high school diploma

   __________ a college diploma

   __________ apprenticeship

   __________ union membership

   __________ trade school training

   __________ no special training

   __________ practical experience

   __________ physical strength

   __________ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.
   a. d.
   b. e.
   c.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occupation (working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?
   a. b.

9. List one local employer in your job field.

CAREER EXPLORATION QUIZ

Directions: Complete this quiz with 80% accuracy. To check your answers, use the "Career Exploration Form" you filled out on the occupation you chose.

1. Name of occupation. ______________________________

2. List two duties required of this occupation.

   a. ______________________________

   b. ______________________________

3. List two or more educational requirements for the occupation.

   a. ______________________________

   b. ______________________________

4. List any special physical requirements below.

   a. ______________________________

   b. ______________________________

5. List at least two sources of information for "finding the job" you have chosen.

   a. ______________________________

   b. ______________________________

STUDENT CAREER UNIT III

HEALTH AND RELATED PROFESSIONS LEARNING ACTIVITY PACKAGE

HEALTH AND RELATED PROFESSIONS

OCCUPATIONS

--Dental Assistant - asistente dental
--Dentist - dentista
--Licensed practical nurse - enfermera licenciada
--Medical Assistant - asistente de medicina
--Medical-Laboratory Assistant - asistente en un laboratorio de medicina
--Nurses Aide- asistente de enfermera
--Optometrist - optometrista
--Orderly - asistente en un hospital
--Physician - médico, doctor
--X-Ray Technician - técnico de rayos-equis

VOCABULARY LIST FOR "AT THE HOSPITAL" - EN EL HOSPITAL

Directions:

The following vocabulary items are related to health and related occupations and "At The Hospital." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on Page 79. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

address	dirección
name	nombre
age	edad
married	casado, a
single	soltero, a
employer	patrono
religion	religión
weight	peso
height	altura
accident	accidente
motorcyle	motocicleta
arm	brazo
policy	seguro
company	compañía
relative	pariente

VOCABULARY QUIZ ON "AT THE HOSPITAL" - EN EL HOSPITAL

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices best completes the statement and circle the letter which corresponds to your choice.

1. La enfermera me preguntó mi________________.
   A. accidente
   B. nombre
   C. pariente

2. También quería saber cuál es mi________________.
   A. dirección
   B. motocicleta
   C. madre

3. Le di la_________de diez y ocho.
   A. altura
   B. peso
   C. edad

4. Mi hermano está___ ________.
   A. pariente
   B. compañía
   C. seguros

5. La enfermera quiere saber si estoy casado o_________________.
   A. pariente
   B. empleado
   C. soltero

6. Por ahora, no tengo_____________.
   A. altura
   B. peso
   C. patrono

7. Tampoco tengo___________.
   A. accidente
   B. preferencia de religión
   C. edad

8. Mi________es aproximadamente ciento diez y ocho libras.
   A. altura
   B. pariente
   C. peso

9. Mi_________es cinco pies dos pulgadas.
   A. pariente
   B. seguro
   C. altura

10. Yo tengo un_________con esa compañía.
A. accidente
B. casado
C. seguro

11. Tuvo un accidente en su____________.
A. seguro
B. motocicleta
C. edad

12. Mi__________más cercano es mi tío.
A. pariente
B. religión
C. seguro

13. Nuestra_______no tiene seguros para sus empleados.
A. pariente
B. médico
C. compañía

14. Tuve un_________en mi carro.
A. altura
B. peso
C. accidente

15. Me rompí el____________y tuve que ir al hospital.
A. pariente
B. seguro
C. brazo

AT THE HOSPITAL

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
Nurse (in uniform)—young or middle age woman, pleasant personality.		Enfermera: Buenos días.	Nurse: Good morning.
		Madre: Buenos días. El Dr. Blanco desea que admita a mi hijo.	Mother: Good morning. Dr. White wants you to admit my son.
Mother (in street clothes)—middle age, quite concerned.		Hijo: Sí, me romp el brazo en un accidente de motociclita y siento dolor en el pecho.	Son: Yes, I broke my arm in a motorcycle accident and I have some chest pains.
Adolescent Boy (torn clothes)		Enfermera: Bien, le admitiremos inmediatamente. ¿Cómo se llama?	Nurse: Well, we'll admit you immediately. What's your name?
PROPS: Desk Nurse's Uniform Admission Forms Pen Typewriter Signs		Hijo: José Fernández.	Son: Joe Fernandez.
		Enfermera: ¿Cuál es su dirección?	Nurse: What is your address?
		Hijo: Calle Colón, nueve siete, ocho.	Son: 978 Columbus Street.
		Enfermera: ¿Su número de teléfono?	Nurse: Your telephone number?
		Madre: Dos, tres, cuatro - cinco seis uno.	Mother: 234-561.

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CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Enfermera: ¿Y su edad?	Nurse: Your age?
		Hijo: Diez y siete en noviembre.	Son: 17 in November.
		Enfermera: ¿Dónde nació?	Nurse: Your place of birth?
		Hijo: En Bogotá, Columbia.	Son: Bogota, Colombia.
		Enfermera: ¿Cómo se llama su compañía de seguro?	Nurse: What is your insurance company?
		Madre: "La Caridad" cinco, dos, seis, cuatro, nueve, cero.	Mother: The Charity, #526490.
		Enfermera: ¿Tiene preferencia de religión?	Nurse: Your religious preference? (fade away)

SUPPLEMENTARY VOCABULARY FOR "AT THE HOSPITAL"

EXPRESSIONS:

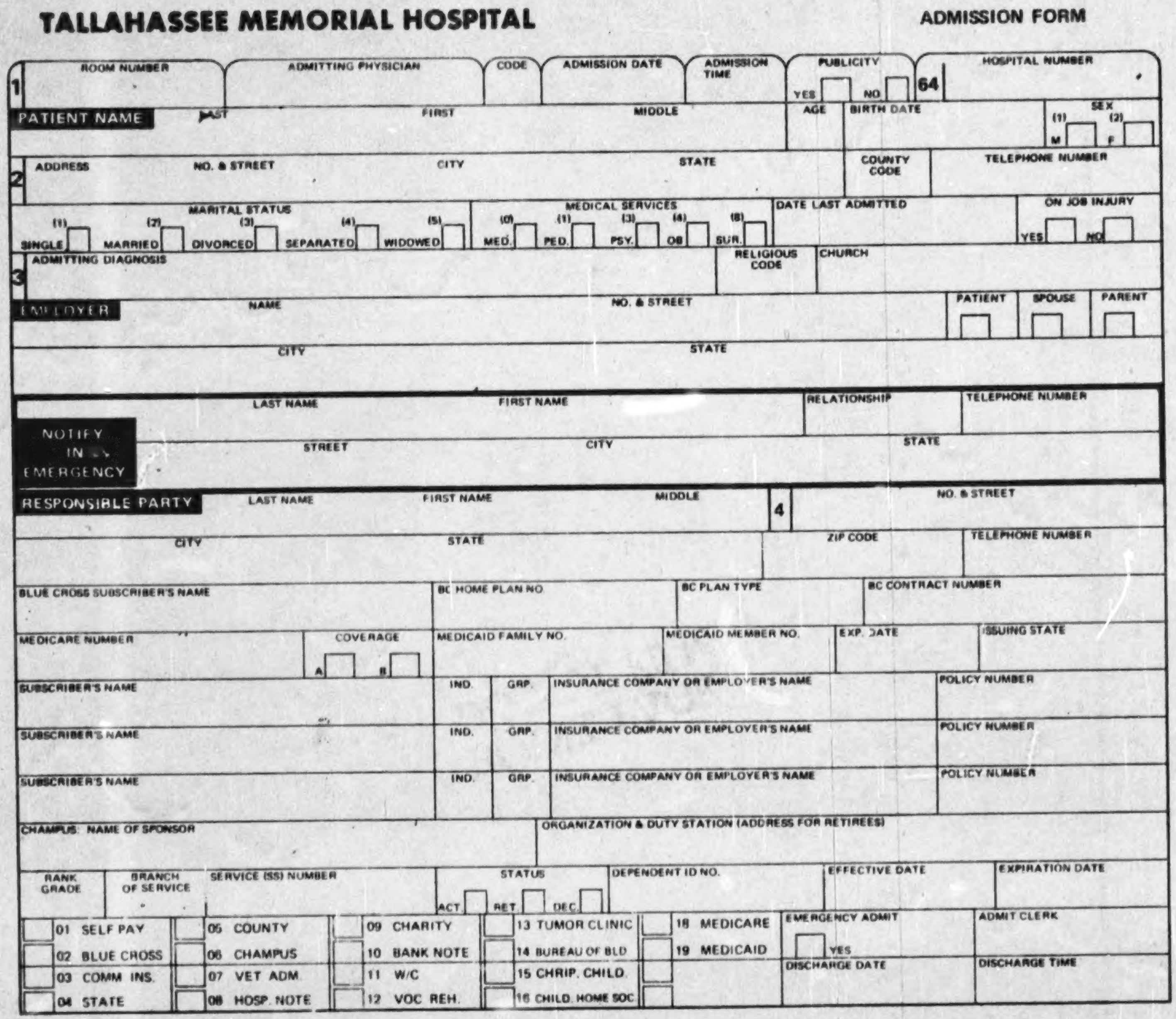
Did you call?	¿Llamó usted?
Turn over.	Dese la vueta.
I'm going to take your temperature.	Voy a tomarle la temperatura.
Do you feel better?	¿Se siente mejor?
Are you in pain?	¿Tiene dolor?
I am going to take your blood pressure.	Voy a tomarle la presión de la sangre.
Let me feel your pulse.	Dejeme tomarle el pulso.
I am going to give you an intravenous feeding.	Le voy a dar alimentación intravenosa.
Are you sleepy?	¿Tiene sueño?
Are you hungry?	¿Tiene hambre?
Are you thirsty?	¿Tiene sed?
The doctor will be with you in a moment.	El médico lo atenderá en un momento.
Are you allergic to any medication?	¿Es usted alérgico a alguna medicina?
Have you ever had a blood transfusion?	¿Le han hecho alguna vez una transfusión de sangre?
I have an injection for you.	Tengo una inyecciión para usted.

HOSPITAL PERSONNEL:

anesthetist	anestesista
cardiologist	cargiólogo
dietician	dietista
hygienist	higienista
neurologist	neurólogo
obstetrician	tocólogo
orthopedist	ortopedista
pathologist	patólogo
osteopath	osteópata
radiologist	radiólogo
surgeon	cirujano
therapist	terapeuta
endocrinologist	endocrinólogo
dermatologist	dermatólogo
bacteriologist	bacteriólogo

SUPPLEMENTARY ACTIVITY FOR "AT THE HOSPITAL"

Complete the Hospital Admission Form for yourself or an imaginary patient with the help of your teacher.



TALLAHASSEE MEMORIAL HOSPITAL

ADMISSION FORM

1 ROOM NUMBER | ADMITTING PHYSICIAN | CODE | ADMISSION DATE | ADMISSION TIME | PUBLICITY YES ☐ NO ☐ | 64 | HOSPITAL NUMBER

PATIENT NAME LAST | FIRST | MIDDLE | AGE | BIRTH DATE | SEX (1) M ☐ (2) F ☐

2 ADDRESS NO. & STREET | CITY | STATE | COUNTY CODE | TELEPHONE NUMBER

MARITAL STATUS (1) SINGLE ☐ (2) MARRIED ☐ (3) DIVORCED ☐ (4) SEPARATED ☐ (5) WIDOWED ☐ | MEDICAL SERVICES (0) MED. ☐ (1) PED. ☐ (3) PSY. ☐ (4) OB ☐ (8) SUR. ☐ | DATE LAST ADMITTED | ON JOB INJURY YES ☐ NO ☐

3 ADMITTING DIAGNOSIS | RELIGIOUS CODE | CHURCH

EMPLOYER NAME | NO. & STREET | PATIENT ☐ | SPOUSE ☐ | PARENT ☐

CITY | STATE

NOTIFY IN EMERGENCY LAST NAME | FIRST NAME | RELATIONSHIP | TELEPHONE NUMBER

STREET | CITY | STATE

RESPONSIBLE PARTY LAST NAME | FIRST NAME | MIDDLE | 4 | NO. & STREET

CITY | STATE | ZIP CODE | TELEPHONE NUMBER

BLUE CROSS SUBSCRIBER'S NAME | BC HOME PLAN NO. | BC PLAN TYPE | BC CONTRACT NUMBER

MEDICARE NUMBER | COVERAGE A ☐ B ☐ | MEDICAID FAMILY NO. | MEDICAID MEMBER NO. | EXP. DATE | ISSUING STATE

SUBSCRIBER'S NAME | IND. | GRP. | INSURANCE COMPANY OR EMPLOYER'S NAME | POLICY NUMBER

SUBSCRIBER'S NAME | IND. | GRP. | INSURANCE COMPANY OR EMPLOYER'S NAME | POLICY NUMBER

SUBSCRIBER'S NAME | IND. | GRP. | INSURANCE COMPANY OR EMPLOYER'S NAME | POLICY NUMBER

CHAMPUS: NAME OF SPONSOR | ORGANIZATION & DUTY STATION (ADDRESS FOR RETIREES)

RANK GRADE | BRANCH OF SERVICE | SERVICE (SS) NUMBER | STATUS ACT. ☐ RET. ☐ DEC. ☐ | DEPENDENT ID NO. | EFFECTIVE DATE | EXPIRATION DATE

☐ 01 SELF PAY	☐ 05 COUNTY	☐ 09 CHARITY	☐ 13 TUMOR CLINIC	☐ 18 MEDICARE	EMERGENCY ADMIT	ADMIT CLERK
☐ 02 BLUE CROSS	☐ 06 CHAMPUS	☐ 10 BANK NOTE	☐ 14 BUREAU OF BLD	☐ 19 MEDICAID	☐ YES	
☐ 03 COMM INS.	☐ 07 VET ADM.	☐ 11 W/C	☐ 15 CHRIP. CHILD.	☐	DISCHARGE DATE	DISCHARGE TIME
☐ 04 STATE	☐ 08 HOSP. NOTE	☐ 12 VOC REH.	☐ 16 CHILD. HOME SOC	☐		

TEMPERATURES -- (Temperaturas)

Centigrade (C)	Fahrenheit (F)	
100	212	Boiling point of water (punto de hervir de aqu
90	194	
70	158	Boiling point of alcohol (punto de hervir de alcohol)
50	122	
45	113	
42	108	
40	105	Fever (fiebre)
37	100	
36.7	98	Body temperature of man (temperatura normal del cuerpo del hombre)
35	95	
30	86	
25	77	
20	68	
15	60	
10	50	
5	41	
0	32	Freezing point (punto de helar)
-5	23	
-10	14	
-15	5	
-17.8	0	
-20	-4	
-30	-22	
-40	-40	

Conversion Formulas:

Centigrade ÷ 5 = (Fahrenheit - 32) ÷ 9 $$C = \frac{5\,(F-32)}{9}$$

(Fahrenheit -32) ÷ 9 = Centigrade ÷ 5 $$F = \frac{9C}{5} + 32$$

CONVERSATION STIMULUS FOR "AT THE HOSPITAL"

Using the Supplementary Vocabulary and the temperature chart, write your own conversation based on the following stimulus, or compose your own conversation.

Susan goes to the hospital to visit a friend. She asks the receptionist which room her friend is in. The receptionist informs her that her frie is not allowed to have visitors. Susan then asks the doctor for information about her friend.

Susan:

Doctor:

ANSWER SHEET

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

At The Hospital

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

VOCABULARY LIST FOR "IN THE DENTIST'S OFFICE" - EN LA OFICINA DEL DENTISTA

Directions:

The following vocabulary items are related to health and related professions/occupations and "In The Dentist's Office." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on Page 93. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

teeth	dientes
to examine	examinar
pain	dolor
filling	empaste
decayed	cariado
gold	oro
silver	plata
porcelain	porcelana
treatment	tratamiento
cleaning	limpieza
deposit	depósito
toothache	dolor de dientes
brush	cepillo
dentist	dentista
problem, trouble	problema

VOCABULARY QUIZ ON "IN THE DENTIST'S OFFICE" - EN LA OFICINA DEL DENTISTA

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices best completes the statement and circle the letter which corresponds to your choice.

1. No me duelen los dientes. You visito al________ dos veces al año.
   A. cepillo
   B. dentista
   C. empaste

2. El________durará cinco semanas.
   A. tratamiento
   B. depósito
   C. plata

3. Mis empastes son de____________.
   A. oro
   B. dolor
   C. cepillo

4. Necesito un________nuevo; éste es viejo.
   A. dentista
   B. limpieza
   C. cepillo

5. Los dientes de mi hermana están________porque no se cepilla.
   A. porcelana
   B. cariados
   C. tratamiento

6. Tengo dos empastes de oro y uno de_____________.
   A. plata
   B. depósito
   C. cepillo

7. El dentista dice que tengo tres________________.
   A. dientes
   B. empastes
   C. limpiezas

8. Mi madre puso un________de diez dólares la semana pasada.
   A. depósito
   B. cepillo
   C. limpieza

9. Mamá, llama al dentista, Tengo____________.
   A. empaste
   B. limpieza
   C. dolor

10. El dientista quiere saber cuál es el______________.
    A. problema
    B. depósito
    C. tratamiento

11. El lunes voy al dentista para una____________.
    A. limpieza
    B. *cepillo*
    C. depósito

IN THE DENTIST'S OFFICE - EN LA OFICINA DEL DENTISTA

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
Dentist Mrs. Brown - Sra. Castañeda Mary - María (ten yr. old girl) PROPS: 2 Chairs White Cloth Dentist's Smock		Sra. B: Buenos días, doctor. Me gustaría que examinará los dientes de María.	Mrs. Brown: Good morning, Doctor. I would like to have Mary's teeth examined.
		Dentista: Muy bien. ¿Qué parece ser el problema?	Dentist: Very well. What seems to be the trouble?
		María: Pues, Tengo un dolor malo en este diente. Creo que he perdido un empaste.	Mary: Well, I have a bad pain in this tooth. I think that I've lost a filling.
		Dentista: ¿Este diente? Abra más.	Dentist: This tooth? Open wide.
		María: Sí, el de atrás.	Mary: Yes, the one in back.
		Dentista: Mmmmm. ¿Cuánto tiempo hace que tiene este dolor?	Dentist: Mmmmm. How long have you had this pain?
		María: Dos o tres días.	Mary: Two or three days.
		Dentista: Creo que es mejor tomar un rayo-equis.	Dentist: I think it's best to take an X-ray.
		Sra. C.: ¿Y cuánto costará eso?	Mrs. Brown: And how much will that cost?

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Dentista: Le costará 816 pesetas. El diente está muy cariado.	**Dentist:** It will cost you $42.00. The tooth seems badly decayed.
		Sra. C.: ¿Y cuánto tiempo llevará para completar el tratamiento?	**Mrs. Brown:** And how long will it take to complete the treatments?
		Dentista: Por los menos tres o cuatro visitas.	**Dentist:** At least 3 or 4 visits.
		María: Y creo que mis dientes necesitan una limpieza.	**Mary:** And I think that my teeth have to be cleaned.
		Dentista: Eso es verdad. Pero, nos encargaremos del diente malo primero.	**Dentist:** That's true. But we'll take care of the bad tooth first.
		Dentista: ¿Qué clase de empaste desea? ¿Oro, plata o porcelana?	**Dentist:** What type of filling would you like? Gold, silver or porcelain?
		Sra. C.: Lo que usted diga, Doctor.	**Mrs. Brown:** The one you think best.
		María: Yo quiero un empaste de oro.	**Mary:** I want a gold filling.
		Dentista: No, María. Ese no es un diente permanente. Tratemos un empaste de plata, en vez.	**Dentist:** No, Mary. That's not a permanent tooth. Let's try a silver filling, instead.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		María: Oooooo. Está bien. Pero prefiero oro.	Mary: Oooooo. Okay. But I like gold.
		Sra. C.: Doctor, Tengo que pagarlo todo ahorita?	Mrs. Brown: Doctor, do I have to pay it all now?
		Dentista: No, puede hacer un depósito de 180 pesetas ahora y pagar el resto a 90 pesetas al mes.	Dentist: No, you may make a deposit of $20.00 and pay the rest at $5.00 a month.
		Sra. C.: Creo que eso estará bien. Graciás, doctor.	Mrs. Brown: I think that will be fine. Thank you, Doctor.
		Dentista: Toma este cepillo de dientes, María. Cepilla bien después de cada comida!	Dentist: Here's a tooth brush, Mary. Brush your teeth well after every meal!
		María: Lo haré. No me gusta tener dolor de dientes. Adiós y gracias.	Mary: Yes, I will. I don't like to have a toothache. Goodbye and thank you.
		Dentista: Adiós, hasta la semana que viene.	Dentist: Goodbye. See you next week.
		Sra. C.: Adíos.	Mrs. Brown: Goodbye.

ANSWER SHEET

HEALTH AND RELATED PROFESSIONS LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Dentist's Office

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

VOCABULARY LIST FOR "IN THE DOCTOR'S OFFICE"

Directions:

The following vocabulary items are related to health and related professions/occupations and "In The Doctor's Office." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on Page 103. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

problem	problema
pain,ache	dolor
appetite	apetito
cough	tos
tongue	lengua
tension	tensión
nervous	nervioso, a
thermometer	termómetro
dizziness	vértigo
pulse	pulso
X-ray	rayo-equis
chest	pecho
tired	cansado, a
visit (consultation)	visita
appointment	cita
pills	píldoras
cough medicine	medicina para la tos
nurse	enfermera
prescription	receta

VOCABULARY QUIZ ON "EN LA OFICINA DEL MÉDICO"

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices best completes the statement and circle the letter which corresponds to your choice.

1. No tengo hambre; no tengo__________.
   A. lengua
   B. apetito
   C. medicina

2. El médico me tomó el____________.
   A. pulso
   B. tensión
   C. tos

3. Mi madre hizo una_________con el médico.
   A. problema
   B. receta
   C. cita

4. Me dió una__________para la tos.
   A. consulta
   B. dolor
   C. receta

5. Tengo__________azules, amarillas, y blancas.
   A. enfermeras
   B. rayos-equis
   C. píldoras

6. Mi hermano tiene un_______en el pecho.
   A. dolor
   B. cita
   C. pulso

7. Tiene que tomarse un__________.
   A. problema
   B. consulta
   C. rayo-equis

8. He estado muy________desde el accidente.
   A. nervioso
   B. apetito
   C. vértigo

9. El________indica 99 grados.
   A. pulso
   B. termómetro
   C. receta

10. Su________suena muy mala.
A. cansado
B. termómetro
C. tos

11. La__________le dió medicina para la tos.
A. tensión
B. dolor
C. enfermera

12. Cuando trabajo demasiado, siento __________.
A. cansado
B. vértigo
C. tensión

13. Mi padre trabaja demasiado y él está muy_____________.
A. cansado
B. apetito
C. pulso

14. Tengo un dolor en mi_____________.
A. pulso
B. pecho
C. tos

15. El médico me miró la ________________.
A. lengua
B. tensión
C. tos

IN THE DOCTOR'S OFFICE - EN LA OFICINA DEL MEDICO

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE(ENGLISH)
Dr. Gray (middle-aged physician, graying at the temples, fine bed-side manner).		Dr.: Vamos a ver. ¿Cuál es su problema? Srta. Azul.	Dr.: Now, let's see. What is your problem, Miss Blue?
Miss Blue (young working girl, slightly underweight, looking a bit under the weather).		Srta.: Bueno, Doctor. Siempre estoy cansada.	Ms.: Well, Doctor. I am always tired.
		Dr.: ¿Come y descansa bien?	Dr.: Do you rest and eat well?
PROPS:		Srta.: No, mi apetito es malo y tengo insomnia con frecuencia.	Ms.: No, my appetite is poor and I often have insomnia.
Chair Long Table Sheet Thermometer Tongue Depresser Stethoscope		Dr.: ¿Ha perdido mucho peso desde su última consulta?	Dr.: Have you lost much weight since your last visit? (consultation)
		Srta.: Sí, unos 3 kilos.	Ms.: Yest, about 8 lbs.
	Doctor uses tongue depresser.	Dr.: Mmmmm, A ver su lengua. Diga: "Aaaaaa".	Dr.: Mmmmm, Let me see your tongue. Say: "Aaaaaa".
	Miss Blue opens mouth and follows directions.	Srta.: Aaaaaa. También tengo dolor en el pecho, especialmente por la noche.	Ms.: Aaaaaa. I also have some chest pains, especially in the evening.
		Dr.: Siente vértigo cuando le duele el pecho?	Dr.: Do you fell dizzy when you have these pains?

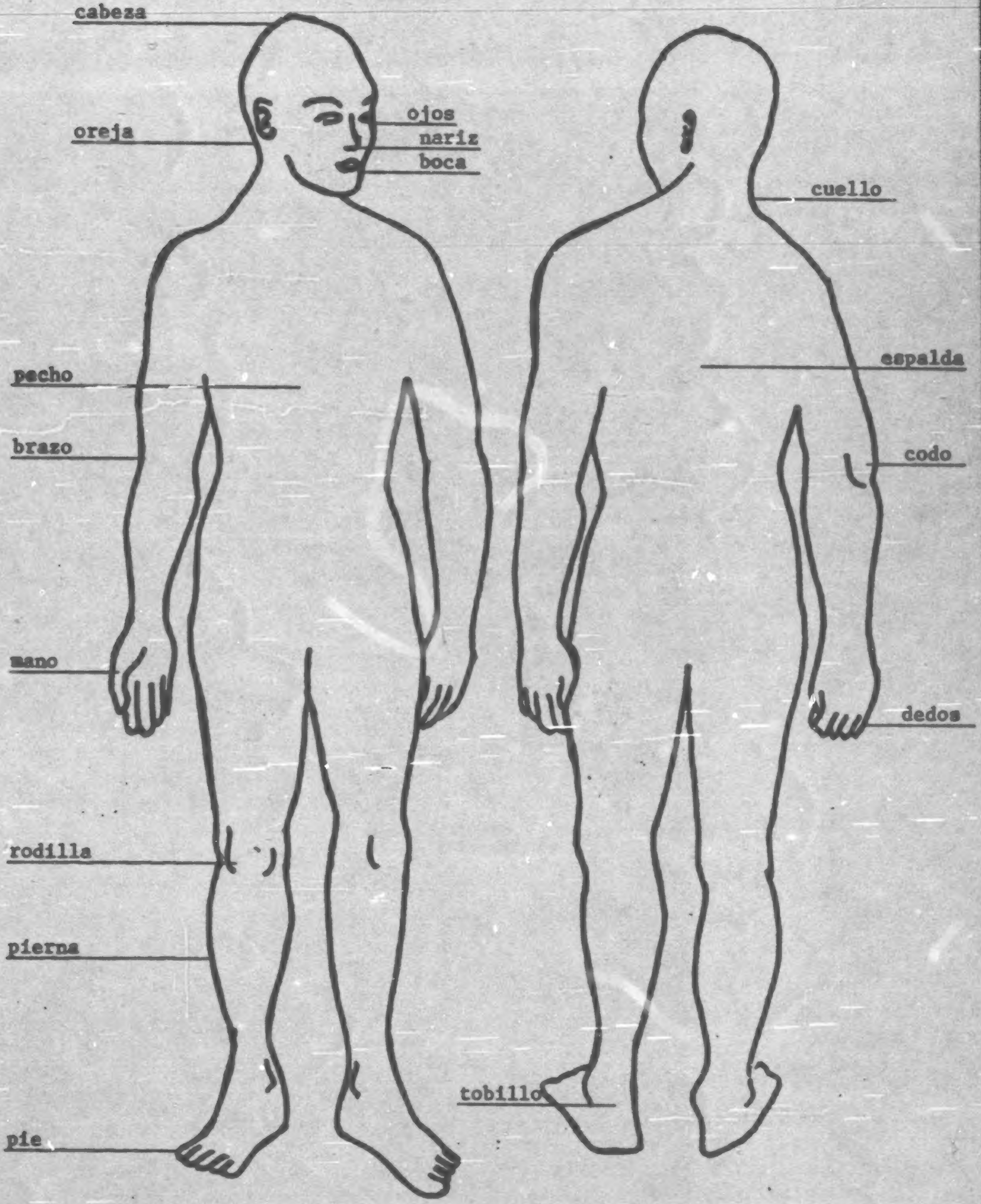
CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Srta.: No, solamente dólor y un poco de tos.	**Ms.:** No, just pain and maybe a slight cough.
		Dr.: Creo que su problema es tensión--tensión de los nervios. Pero. tomaremos unos rayos-equis para estar seguros. Haga una cita con mi enfermera.	**Dr.:** I think that your problem is tension--nervous tension. But we'll take some X-rays just to be sure. Make an appointment with my nurse.
		Srta.: Está muy bien. Gracias, Doctor.	**Ms.:** Allright. Thank you very much, Doctor.
		Dr.: De nada. Y le escribiré una recta para píldoras para los nervios y medicina de tos.	**Dr.:** Your welcome. And I'll write you a prescription for some nerve pills and some cough medicine.

SUPPLEMENTARY ACTIVITIES FOR "IN THE DOCTOR'S OFFICE"

1. Given a picture of the human body similar to the one on the following page, be able to label the body parts.

2. Read a Spanish magazine article concerning health and write a 10 - 15 line summary of the article.

STUDY THIS PICTURE CAREFULLY; LEARN THE PARTS OF THE BODY.


cabeza
ojos
oreja
nariz
boca
cuello
pecho
espalda
brazo
codo
mano
dedos
rodilla
pierna
tobillo
pie

ANSWER SHEET

HEALTH AND RELATED PROFESSIONS LEARNING ACTIVITY PACKAGE

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Doctor's Office

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STUDENT CAREER UNIT III

HEALTH AND RELATED PROFESSIONS CAREER RESEARCH PACKAGE

HEALTH AND RELATED PROFESSIONS CAREER RESEARCH PACKAGE

Directions:

The selected Health and Related Professions occupations listed at the beginning of this unit are briefly described on the following pages.

1. Select one occupation that is of interest to you.
2. Using the information provided on that occupation, complete the Career Exploration Form on page 123.
3. Familiarize yourself with the information.
4. Without your Career Exploration Form, complete the quiz on page 125 with 80% accuracy.
5. To check your answers, use your Career Exploration Form.

DENTAL ASSISTANT

Usual Duties:

The dental assistant performs many duties in the dentist's office. She greets the patients; prepares them for examination, treatment, or surgery; sterilizes the instruments; and otherwise assists the dentist when the patients are in the chair. In some offices she may mix solutions, prepare mixtures for fillings and assist in taking X-rays. She may also answer the telephone, make appointments, order supplies, record cases, send out monthly statements, and maintain tax records.

Qualifications:

The dental assistant must complete a one-year program in dental assisting offered at some community colleges or dental schools. On-the-job training programs last from one to two years are also available in many areas. A high school education is required and courses in biology, chemistry, bookkeeping, typing and general science are good preparation for this line of work. The dental assistant must have a good personality, be neat and courteous and be physically fit to stand for long periods of time.

Employment Prospects:

Many thousands of jobs will be opening within the next few years in nearly all communities. Training for this kind of work may be available through your local State Employment Service office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any local health agency, hospital, dental clinic or dentist in the community. Read the daily newspaper "help wanted" columns. Register at the local employment office.

Write to:

American Dental Assistant's Association
410 First National Bank Building
LaPorte, Indiana 46350

LICENSED PRACTICAL NURSE

Usual Duties:

The Licensed Practical Nurse assists in caring for convalescents, handicapped people, medical and surgical patients or people who are otherwise mentally or physically ill. She provides nursing care which requires technical knowledge rather than professional training. In hospitals she provides much of the bedside care of patients such as: taking temperatures and blood pressures, giving hypodermic injections and changing dressings. In a physician's office she performs routine duties and may do such clerical work as keeping records and making appointments for patients.

Qualifications:

You must have a minimum of two years of high school and completion of a one-year state-controlled training course to qualify for admission as a beginning worker on this job. Courses in biology, personal hygiene, health, and home economics are beneficial. Upon completion of the training course, one must pass an examination in order to get a license. Physical examinations are usually required. One must be physically fit and able to stand or walk for long periods of time. You must be kind, friendly, tactful, alert and dependable and get along well with all kinds of people.

Employment Prospects:

Jobs are found in nearly all communities, but chances of finding positions are best in large cities or industrial areas. This kind of work is available to men and women, and training is available through your local State Employment office under the Manpower Development and Training Act.

Finding The Job:

Apply directly and the personnel of employment office of any local nursing home, convalescent home, clinic or hospital. Apply at the office of any local physician or surgeon. Register at the local State Employment Service office. Visit the office of the local Civil Service Commission or your local post office and ask for information.

Write to:

National League for Nursing
Committee on Careers
10 Columbus Circle
New York, New York 10019

National Federation of
Licensed Practical Nurses, Inc.
250 West 57th Street
New York, New York 10019

National Association for Practical
Nurse Education and Service, Inc.
535 Fifth Avenue
New York, New York 10017

Department of Medicine and
Surgery
Veterans Administration
Washington, D. C. 20420

MEDICAL ASSISTANT

Usual Duties:

The medical assistant helps the doctor in managing his office efficiently. She can relieve the doctor of many administrative and clinical duties. The medical assistant answers the phone, schedules appointments, receives patients and aids the doctor during examinations. She also arranges hospital admissions, performs certain laboratory tests, orders medical supplies, and reports and fills out insurance forms.

Qualifications:

Neatness, reliability, the ability to handle emergency situations calmly, discretion, and a pleasant personality. There are a number of high school courses that can prepare one for this job: filing, typing, bookkeeping, English, mathematics, science, health courses. A knowledge of a foreign language is necessary in many areas of the country. Community colleges offer one or two year medical assisting programs.

Employment Prospects:

The medical assistant may find employment all year around in any part of the country. There is more demand in large cities or heavily industrialized areas.

Characteristics Of The Job:

Usually a forty hour week, five days a week, with an eight hour day. In certain situations over-time hours will arise.

Advancement Opportunities:

If one is interested in the work, with additional courses and experience he/she can advance to nurse or doctor.

Finding The Job:

Apply at any local doctor's office, check the "want-ad" columns of the local newspaper.

Write to:

Executive Office
American Association of Medical
Assistants, Inc.
One East Wacker Drive
Chicago, Illinois 60601

MEDICAL-LABORATORY ASSISTANT

Usual Duties:

The medical-laboratory assistant performs routine tests in a laboratory for use in the diagnosis and treatment of diseases. She/he works under the supervision of a medical technologist or pathologist when performing laboratory procedures in blood banking, chemistry, bacteriology, urinalysis, hematology, or parasitology. Some of the tasks she/he performs include grouping and typing blood, collecting blood specimens, preparing and staining slides, and analyzing blood and body fluids for chemical components.

Qualifications:

You must have a high school education plus one year completion of a specialized one-year course accredited by the American Society of Medical Technologists for admission as a beginning worker for this position. High school courses in math, science and chemistry are very useful. A physician's certificate of your state of health is required when applying for the job. You must be physically able to work standing and rapidly, and work accurately with your hands and fingers when using instruments. You must have good eyesight in preparing slides and using the microscopes.

Employment Prospects:

Jobs are found in nearly all communities to meet the need of rapidly expanding medical and hospital programs. Training for this position is available to both men and women through the local State Employment Service office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the employment or personnel office of any local medical laboratory, medical research organization, public health agency or hospital. Read ads in the daily newspaper columns and visit the office of the local Civil Service Commission or your local post office and inquire about available opportunities.

Write to:

Secretary, Board of Certified
Laboratory Assistants
9500 South California Avenue
Evergreen Park, Illinois 60542

NURSE'S AIDE, ORDERLY

Usual Duties:

The nurse's aide or orderly assists in non-professional care to the patients; feeding, bathing, making beds, may take temperatures, pulse and respiration, and cleans rooms.

Qualifications:

A high school education is preferred. Some hospitals may give on-the-job training. Must be in good physical health and be able to stand for long periods of time. A neat, pleasant personality is essential to this altruistic line of work.

Characteristics Of The Job:

Work is available in all areas all year around. A five- or six-day work week, with 40 to 48 hours, which may consist of nights, weekends and holidays. Work is performed indoors, uniforms are required and usually not furnished by the hospital or employer.

Employment Prospects:

There are openings part-time for students who must work and summer work is available. Training for this type of work may be available through your local State Employment Service office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any nursing home, hospital, convalescent home, medical clinic or sanitarium. Visit the local office of the Civil Service Office.

Write to:

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 61611

Department of Medicine and Surgery
Veterans Administration
Washington, D. C. 20420

OPTOMETRIST

Usual Duties

An optometrist performs a variety of activities during the work day such as: detecting and referring a case of glaucoma or a cataract; restoring vision to a partially sighted patient; fitting contacts or a pair of trifocals; and performing initial vision examinations and follow-up visits for those needing correction of nearsightedness, astigmatism or other vision problems.

Qualifications:

A high school education is a must, with the student beginning as soon as possible in the fundamental science programs. Two years of pre-optometric education must be taken at an accredited college or university. The student may then transfer to one of the optometric school or colleges to finish his training and complete his/her degree. In a total of six college years at least four will be spent in professional optometric education.

Employment Prospects:

The job is available to both men and women and is found in any community in the country.

Finding The Job:

Information may be obtained from the State Board of Examiners in Optometry usually located in the state capital.

Write to:

Admissions Officer
Southern College of Optometry
1245 Madison Avenue
Memphis, Tennessee 38104

Dean
College of Optometry
The Ohio State University
338 West Tenth Avenue
Columbus, Ohio 43210

Director of Admissions
Pacific University
Forest Grove, Oregon 97116

Director of Student Affairs
Massachusetts College of Optometry
424 Beacon Street
Boston, Massachusetts 02115

Dean
School of Optometry
The Medical Center
University of Alabama
in Birmingham
Birmingham, Alabama 35233

X-RAY TECHNICIAN

Usual Duties:

The X-ray technician takes pictures on X-ray equipment and passes these on to the physician who uses them in diagnosing illnesses. In preparing the patient for the X-ray tests, he gives him/her a chemical mixture to drink, positions the patient for the taking of X-rays and covers the body areas not to be exposed to the X-rays with protective coverings. The X-ray technician prepares reports and maintains records of the patients under treatment.

Qualifications:

Two years of on-the-job training under a radiologist is required along with a high school education. In high school courses in math, science, chemistry, biology, physics and typing are very useful. In some areas of the country a workable knowledge of a foreign language is required. The trainee must be able to stand for long periods of time and be physically fit. He must be adroit in handling small objects with his fingers and hands. He/she must be tactful, courteous and patient in dealing with the public.

Employment Prospects:

Jobs are available in nearly all communities, but are more easily found in large cities with hospitals. This type to work is available to women and men, and training is available through the local State Employment Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any local sanitarium, clinic, laboratory or hospital. Read ads in the local newspaper columns or visit the local Civil Service Commission of your local post office and ask for information.

Write to:

American Registry of Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, Minnesota 55405

The American Society of Radiologic Technologists
537 Main Street
Fond du Lac, Wisconsin 54935

CAREER EXPLORATION FORM

Using the information provided in this booklet and/or information in your classroom or library, complete the following questions concerning the occupation you have chosen from this career unit.

OCCUPATION RESEARCHED____

1. Check the correct answer or answers.

   The occupation you have chosen requires

   __________ a high school diploma

   __________ a college diploma

   __________ apprenticeship

   __________ union membership

   __________ trade school training

   __________ no special training

   __________ practical experience

   __________ physical strength

   __________ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.

   a.
   b.
   c.
   d.
   e.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occupation (working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?

   a.
   b.

9. List one local employer in your job field.

CAREER EXPLORATION QUIZ

Directions: Complete this quiz with 80% accuracy. To check your answers, use the Career Exploration Form you filled out on the occupation you chose.

1. Name of occupation. ____________________

2. List two duties required of this occupation.

   a. ____________________

   b. ____________________

3. List two or more educational requirements for the occupation.

   a. ____________________

   b. ____________________

4. List any special physical requirements below.

   a. ____________________

   b. ____________________

5. List at least two sources of information for "finding the job" you have chosen.

   a. ____________________

   b. ____________________

STUDENT CAREER UNIT IV

HOSPITALITY AND RECREATION LEARNING ACTIVITY PACKAGE

HOSPITALITY AND RECREATION

OCCUPATIONS

Hotel:

--Barber - Barbero
--Bellman - Botones
--Clerk - Cajero
--Cosmetologist - Empleada de salón de belleza
--Laundry Service Person - Empleado de servicio de lavadura
--Parking Lot Attendant - Estacionador de carros
--Tour Guide - Guía de turistas
--Travel Agent - Agente de viajes

Restaurant:

--Cashier - Cajero
--Cook, Baker (Helpers) - Cocinero, Panadero (asistentes)
--Food Service Worker (Bus Boy,
  Car Hop, Counter-Person, Fountain Person) - Ayudante de camarero
--Waiter, Waitress - Mozo, Mesero/Mesera, Camarero/Camarera

VOCABULARY LIST FOR "IN THE HOTEL" - EN EL HOTEL

Directions:

The following vocabulary items are related to hospitality and related occupations and "In The Hotel." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on Page 131. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

air conditioned	aire acondicionado
bath	baño
room	cuarto
reservation	reservación
person	persona
upstairs	arriba
downstairs	abajo
view	vista
television	televisión
meals included	comidas incluídas
registration form	planilla de registrar
suitcase	maleta
key	llave
tip	propina
clerk	cajero
bellhop	botones
to spend the night	pasar la noche
stairs	escaleras
elevator	ascensor
desk	caja, oficina del hotel

VOCABULARY QUIZ ON "IN THE HOTEL" - EN EL HOTEL

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices best completes the statement and circle the letter which corresponds with your choice.

1. No vivimos arriba, vivimos ________________.
   A. abajo
   B. reservación
   C. vista

2. Mi maleta pesa muchísimo. Necesito un ______________.
   A. baño
   B. cajero
   C. botones

3. Si desea un cuarto en este hotel para el sábado, haga ______ ahora.
   A. llave
   B. vista
   C. reservaciones

4. Podemos ver muy bien desde aquí. Hay muy buena __________.
   A. vista
   B. persona
   C. cuarto

5. ¿Donde se queda? Estamos en este _____________.
   A. baño
   B. cuarto
   C. maletas

6. No puedo entrar en el cuarto. Necesito una _______________.
   A. baño
   B. propina
   C. llave

7. En el invierno no necesitamos __________________.
   A. maletas
   B. aire-acondicionado
   C. televisión

8. El botones es muy simpático. Mi padre le da una _______ buena.
   A. maleta
   B. llave
   C. propina

9. El cajero está detrás de ______________.
   A. el ascensor
   B. llave
   C. la caja

10. No hay ascensor en este hotel. Tenemos que usar____________.
    A. las escaleras
    B. las maletas
    C. el aire-acondicionado

IN THE HOTEL -- EN EL HOTEL

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
Desk Clerk - Cajero Mr. White - Sr. Blanco Mrs. White - Sra. Blanco Bellhop - Botones **PROPS:** Clock Signs (Registration) Suitcases Letters Keys Desk Bell	Scene is in a hotel lobby, where Mr. and Mrs. White are registering at the desk.	**Cajero:** Buenos días.	**Clerk:** Good morning.
		Señores Blanco: Buenos días.	**Mr. and Mrs. White:** Good morning.
		Cajero: ¿En qué puedo servirles?	**Clerk:** May I help you?
		Sr. Blanco.: Quiero un cuarto aire-acondicionado con baño.	**Mr. White:** I want an air-conditioned room with bath.
		Cajero: ¿Tiene usted reservaciones?	**Clerk:** Do you have a reservations?
		Sra. Blanco.: No, acabamos de llegar a la ciudad.	**Mrs. White:** No, we've just arrived in the city.
		Cajero: Muy bien. ¿Para cuántas personas?	**Clerk:** Very well. For how many persons?
		Sr. Blanco.: Para dos.	**Mr. White:** For two.
		Cajero: ¿Lo quiere abajo o arriba?	**Clerk:** Do you want it upstairs or downstairs?

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
	17 pesetas = $1.00	Sra. Blanco.: Abajo, con una buena vista y un televisor.	Mrs. White: Downstairs, with a good view and a television.
	Clerk hands the Whites a registration form.	Cajero: Muy Bien. Firme aquí, por favor.	Clerk: Very well. Sign here, please.
		Sra. Blanco.: ¿Están incluídas las comidas?	Mrs. White: Are the meals included?
		Cajero: No, lo siento.	Clerk: No, I'm sorry.
		Sra. Blanco.: ¿Cuánto cuesta?	Mrs. White: How much is it?
		Cajero: 540 pesetas por día. ¿Cuanto tiempo van a estar.	Clerk: $20.00 per day. How long will you be with us?
		Sra. Blanco.: Estaremos aquí dos días.	Mrs. White: We'll be here two days.
	Clerk rings bell, summoning the Bell Boy.	Cajero: Están en el cuarto number veinte y cinco. Aquí está la llave.	Clerk: They are in room 25. Here is the key.
	Bell Boy picks up suitcases and starts to leave in front of the Whites.	Botones: Vengan conmigo, por favor.	Bell Boy: Come with me, please.
			(pause – shift to door with number 25 on it)
		Botones: Éste es su cuarto. ¿Desean algo más?	Bell Boy: This is your room. Do you need anything more?
	Mr. White gives the Bell Boy a tip.	Sr. Blanco.: No por ahora, gracias.	Mr. White: Not right now. Thank you.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Botones: Muchas gracias, señor. A sus ordenes.	Bell Boy: Thank you very much. At your service.

SUPPLEMENTARY VOCABULARY ON "IN THE HOTEL"

Money And Related Terminology:

bill (money)	billete
bill	cuenta
cash	al contado, en efectivo
cent	centavo
change	cambio
check	cheque
coin	moneda
credit	crédito
credit card	tarjeta de crédito
dime	diez centavos
dollar	dólar
draft	letra de cambio
5-dollar bill	billete de cinco dólares
half a dollar	medio dólar
money order	giro postal
nickel	cinco centavos
penny	centavo
quarter	viente y cinco centavos
ten-dollar bill	billete de diez dólares
traveler's check	cheque de viajeros

Hotel And Related Terminology:

balcony	balcón
bar	barra, cantina
barbershop	barbería
beauty salon	salón de belleza
closet	ropero, guardarropa
dining room	comedor
double room	cuarto doble, habitación doble
entrance	entrada
floor	piso
garage	garaje
hall	pasillo, corredor
ladies' room	cuarto de damas
lobby	vestíbulo, lobby
men's room	cuarto de caballeros
mezzanine	entresuelo, mezanine
office	oficina
parking lot	zona de estacionamento
public phone	teléfono público
shower	ducha

The Personnel:

assistant manager	administrador asistente
babysitter	niñera por hora
barber	barbero
barman	cantinero, barman

SUPPLEMENTARY VOCABULARY ON "IN THE HOTEL" (continued)

beautician	empleada de salón de belleza
bus boy	ayudante de camarero
cashier	cajero, a
chambermaid	camarera, criada
chef	jefe de cocina
cook	cocinero
desk clerk	cajero de hotel
door man	portero
elevator operator	ascensorista
handyman	empleado que hace trabajo en general
helper	ayudante
host	hotelero, mesonero
hostess	anfitriona que acomoda a los clientes
housekeeper	ama de llaves
janitor	conserje, portero
page boy	botones
parking attendant	estacionador de autos
porter	mozo de servicio
receptionist	recepcionista
salad man	ayudante de cocina para hacer ensaladas
servant	criado
social director	director social
switchboard operator	operador de la pizarra telefónica
valet	sirviente
waiter	camarero, mesero
waitress	camarera, mesera

Useful Expressions:

This room is very nice.	Este cuarto es muy agradable.
Your name?	¿Cuál es su nombre ?
Where are you from?	¿De dónde viene usted?
Sign here, please.	Firme aquí, por favor.
You pay in advance.	Usted paga por adelantado.
Here is the key to your room.	Aquí tiene su llave.
At what time is breakfast, dinner, lunch served?	¿A qué hora se sirve el desayuno, almuerzo, la cena?
Any messages for me?	¿Algún mesaje para mí?
There's isn't any.	No hay ninguno.
Nobody called you.	No llamó nadie.
Do I have any mail?	¿Tengo cartas?
There is a letter for you.	Hay una carta para usted.
A gentleman wants to see you.	Un caballero quiere verlo.
I am very sorry.	Lo siento mucho.
Do you want a taxi?	¿Quiere un taxi?
At what time will you be back?	¿A qué hora regresará usted?
Speak slowly, please!	¡Hable despacio, por favor!
Wait a minute.	Espere un momento.
Whom do you want?	¿A quién desea ver?
I will page him.	Lo llamaré por el altoparlante.
Do not disturb!	¡No moleste!
May I come in?	¿Se puede?
Have this suit pressed.	Lleve este traje a que lo planchen.

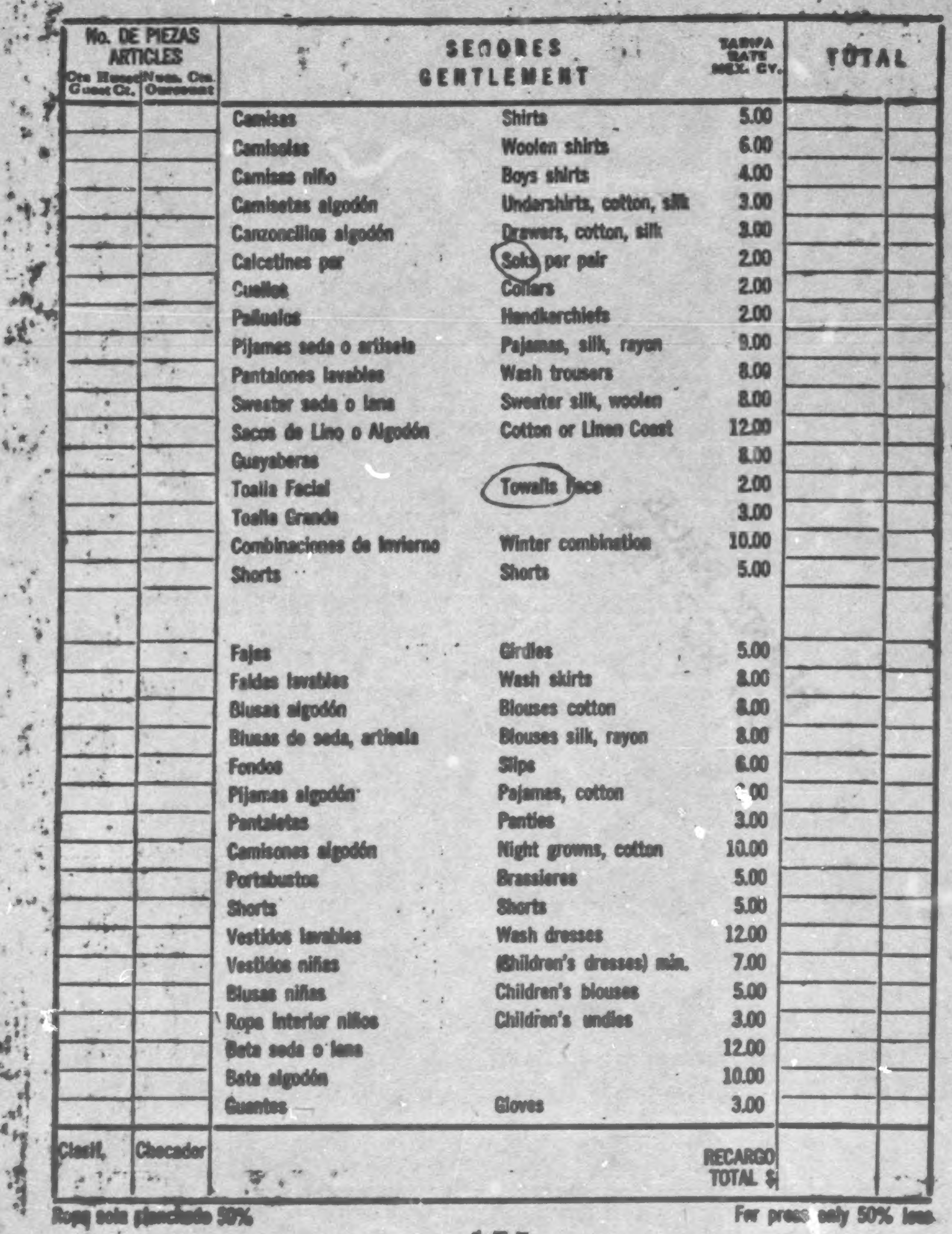
SUPPLEMENTARY VOCABULARY ON "IN THE HOTEL" (continued)

Bring me.	Tráigame.
Come in.	Entre.
Call me at 8:00.	Llámeme a los ocho.
You are welcome.	De nada.
Thanks a lot.	Muchas gracias.

SUPPLEMENTARY ACTIVITIES ON "IN THE HOTEL"

Directions:

Fill out the laundry list and add the figures of cost in pesetas.
28 pesetas = $1.00.

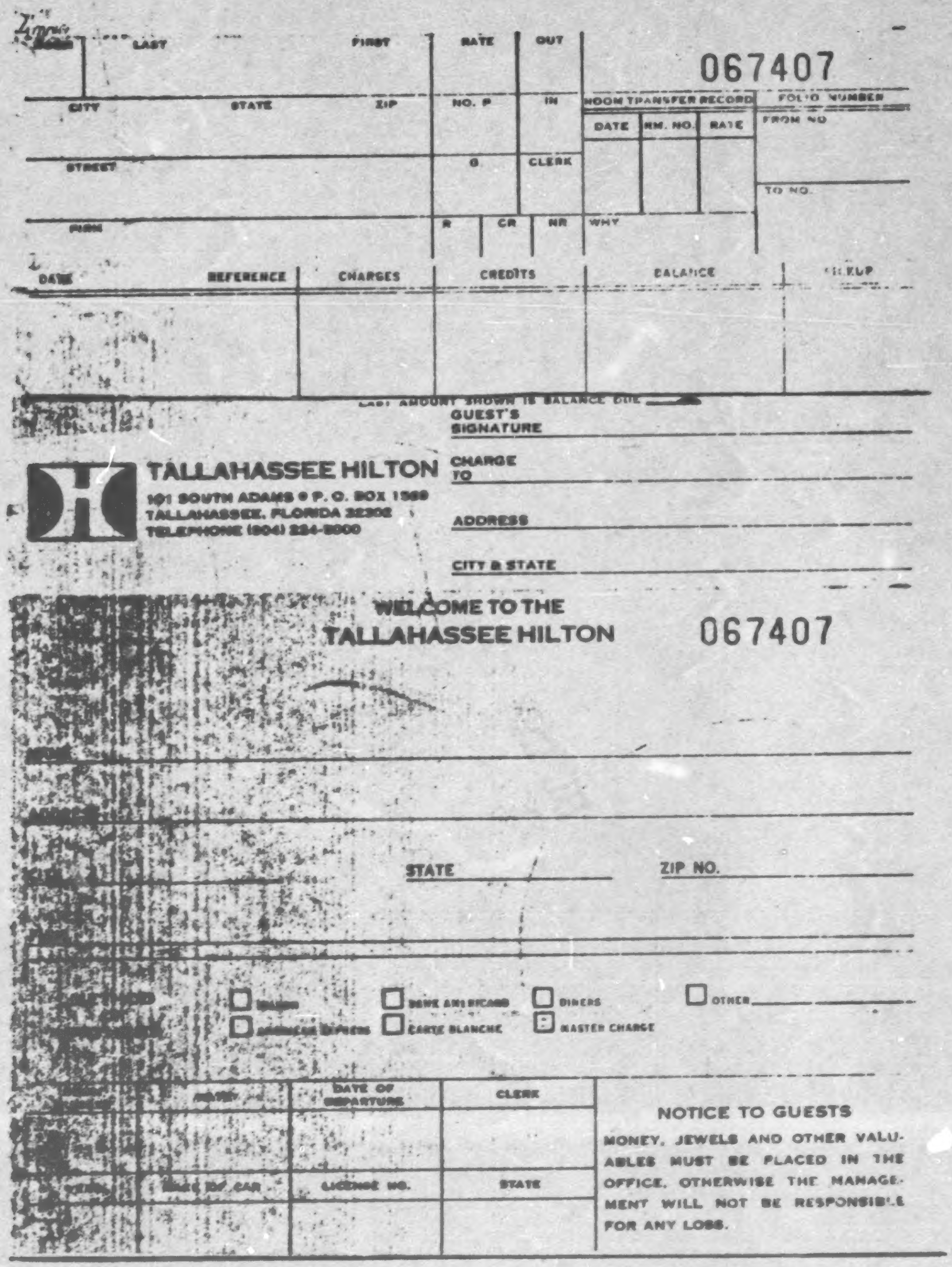


No. DE PIEZAS ARTICLES		SEÑORES GENTLEMENT		TARIFA RATE MEX. CY.	TOTAL	
Cta. Huesped Guest Ct.	Num. Cta. Ourcount					
		Camisas	Shirts	5.00		
		Camisolas	Woolen shirts	6.00		
		Camisas niño	Boys shirts	4.00		
		Camisetas algodón	Undershirts, cotton, silk	3.00		
		Calzoncillos algodón	Drawers, cotton, silk	3.00		
		Calcetines par	Soks per pair	2.00		
		Cuellos	Collars	2.00		
		Pañuelos	Handkerchiefs	2.00		
		Pijamas seda o artisela	Pajamas, silk, rayon	9.00		
		Pantalones lavables	Wash trousers	8.00		
		Sweater seda o lana	Sweater silk, woolen	8.00		
		Sacos de Lino o Algodón	Cotton or Linen Coast	12.00		
		Guayaberas		8.00		
		Toalla Facial	Towels Face	2.00		
		Toalla Grande		3.00		
		Combinaciones de Invierno	Winter combination	10.00		
		Shorts	Shorts	5.00		
		Fajas	Girdles	5.00		
		Faldas lavables	Wash skirts	8.00		
		Blusas algodón	Blouses cotton	8.00		
		Blusas de seda, artisela	Blouses silk, rayon	8.00		
		Fondos	Slips	6.00		
		Pijamas algodón	Pajamas, cotton	6.00		
		Pantaletas	Panties	3.00		
		Camisones algodón	Night growns, cotton	10.00		
		Portabustos	Brassieres	5.00		
		Shorts	Shorts	5.00		
		Vestidos lavables	Wash dresses	12.00		
		Vestidos niñas	(Children's dresses) min.	7.00		
		Blusas niñas	Children's blouses	5.00		
		Ropa interior niños	Children's undies	3.00		
		Bata seda o lana		12.00		
		Bata algodón		10.00		
		Guantes	Gloves	3.00		
Clasif.	Checador			RECARGO TOTAL $		

Ropa sola planchada 50% For press only 50% less

SUPPLEMENTARY ACTIVITY ON "IN THE HOTEL" (continued)

Make a registration form in Spanish, using the English as a guide.



LAST FIRST RATE OUT

067407

CITY STATE ZIP NO. P IN

ROOM TRANSFER RECORD

FOLIO NUMBER

DATE	RM. NO.	RATE

FROM NO

STREET G CLERK

TO NO.

FIRM R CR NR WHY

DATE	REFERENCE	CHARGES	CREDITS	BALANCE	PICKUP

LAST AMOUNT SHOWN IS BALANCE DUE

GUEST'S SIGNATURE

TALLAHASSEE HILTON
101 SOUTH ADAMS • P. O. BOX 1389
TALLAHASSEE, FLORIDA 32302
TELEPHONE (904) 224-5000

CHARGE TO

ADDRESS

CITY & STATE

WELCOME TO THE
TALLAHASSEE HILTON

067407

STATE

ZIP NO.

☐ [illegible] ☐ BANK AMERICARD ☐ DINERS ☐ OTHER
☐ AMERICAN EXPRESS ☐ CARTE BLANCHE ☐ MASTER CHARGE

[illegible]	DATE OF DEPARTURE	CLERK
MAKE OF CAR	LICENSE NO.	STATE

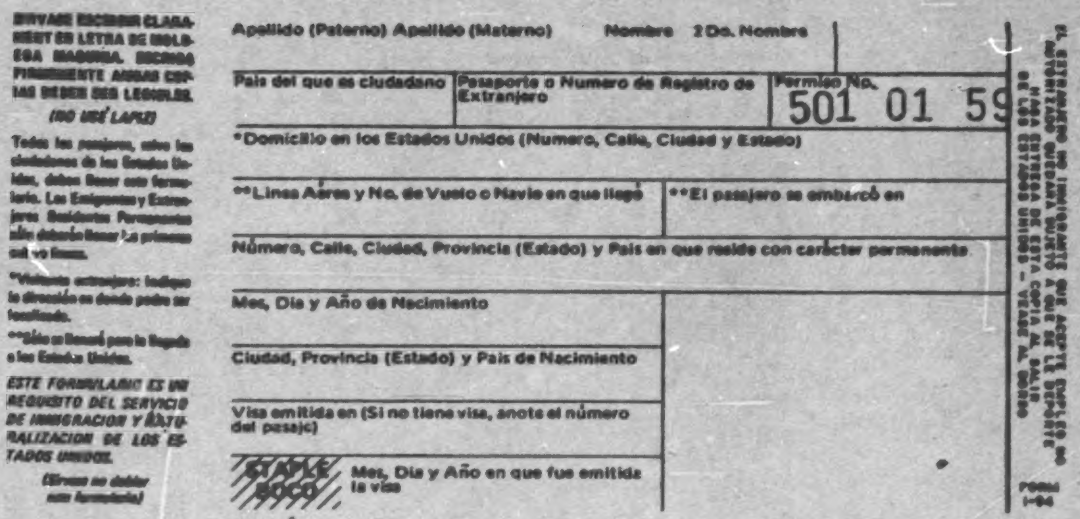
NOTICE TO GUESTS

MONEY, JEWELS AND OTHER VALUABLES MUST BE PLACED IN THE OFFICE, OTHERWISE THE MANAGEMENT WILL NOT BE RESPONSIBLE FOR ANY LOSS.

SUPPLEMENTARY ACTIVITY ON "IN THE HOTEL" (continued)

Translate Visitor's Immigration Form (below) from Spanish to English.

FRONT



SIRVASE ESCRIBIR CLARAMENTE EN LETRA DE MOLDE O A MAQUINA. ESCRIBA FIRMEMENTE AMBAS COPIAS DEBEN SER LEGIBLES.

(NO USE LAPIZ)

Todos los pasajeros, salvo los ciudadanos de los Estados Unidos, deben llenar este formulario. Los Emigrantes y Extranjeros Residentes Permanentes sólo deberán llenar la primera [illegible]

*Visitante extranjero: Indique la dirección en donde podrá ser localizado.

**Sólo se llenará para la llegada a los Estados Unidos.

ESTE FORMULARIO ES UN REQUISITO DEL SERVICIO DE INMIGRACION Y NATURALIZACION DE LOS ESTADOS UNIDOS.

(Sírvase no doblar este formulario)

Apellido (Paterno) Apellido (Materno) Nombre 2Do. Nombre

País del que es ciudadano

Pasaporte o Numero de Registro de Extranjero

Permiso No. 501 01 59

*Domicilio en los Estados Unidos (Numero, Calle, Ciudad y Estado)

**Lineas Aéreas y No. de Vuelo o Navío en que llegó

**El pasajero se embarcó en

Número, Calle, Ciudad, Provincia (Estado) y País en que reside con carácter permanente

Mes, Día y Año de Nacimiento

Ciudad, Provincia (Estado) y País de Nacimiento

Visa emitida en (Si no tiene visa, anote el número del pasaje)

STAPLE BOCO

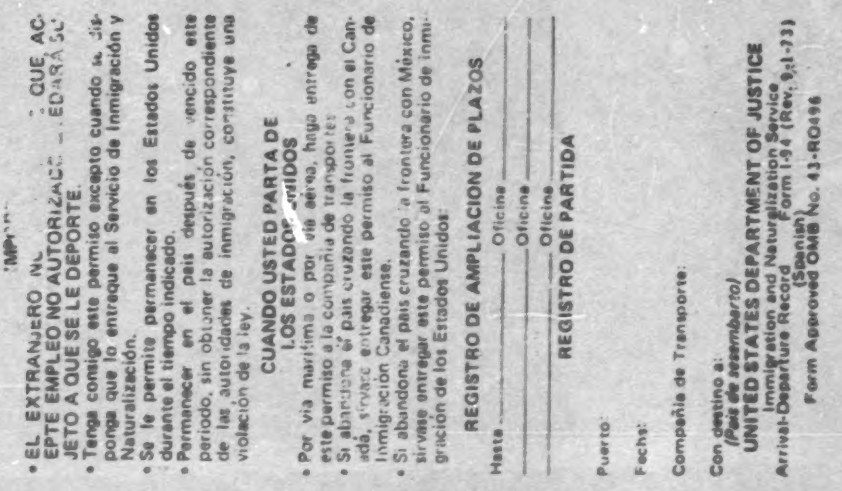
Mes, Día y Año en que fue emitida la visa

EL EXTRANJERO NO INMIGRANTE QUE ACEPTE EMPLEO NO AUTORIZADO QUEDARA SUJETO A QUE SE LE DEPORTE

HAGA ENTREGA DE ESTA COPIA AL SALIR DE LOS ESTADOS UNIDOS – VEASE AL DORSO

FORM I-94

BACK



IMP[illegible]

- EL EXTRANJERO NO [illegible] QUE ACEPTE EMPLEO NO AUTORIZADO QUEDARÁ SUJETO A QUE SE LE DEPORTE.
- Tenga consigo este permiso excepto cuando se disponga que lo entreque al Servicio de Inmigración y Naturalización.
- Se le permite permanecer en los Estados Unidos durante el tiempo indicado.
- Permanecer en el país después de vencido este periodo, sin obtener la autorización correspondiente de las autoridades de inmigración, constituye una violación de la ley.

CUANDO USTED PARTA DE LOS ESTADOS UNIDOS

- Por vía marítima o por vía aérea, haga entrega de este permiso a la compañía de transportes
- Si abandona el país cruzando la frontera con el Canadá, sírvase entregar este permiso al Funcionario de Inmigración Canadiense.
- Si abandona el país cruzando la frontera con México, sírvase entregar este permiso al Funcionario de inmigración de los Estados Unidos:

REGISTRO DE AMPLIACION DE PLAZOS

Hasta ________________ Oficina ________________

________________ Oficina ________________

________________ Oficina ________________

REGISTRO DE PARTIDA

Puerto:

Fecha:

Compañía de Transporte:

Con destino a:
(País de desembarco)

UNITED STATES DEPARTMENT OF JUSTICE
Immigration and Naturalization Service
Arrival-Departure Record Form I-94 (Rev. 9-1-73)
(Spanish)
Form Approved OMB No. 43-RO496

CONVERSATION STIMULUS ON "IN THE HOTEL"

Directions:
Use the following conversation stimulus to compose a short conversatio
of your own.

Setting:

Joe goes into a hotel. He wants to spend the night. He hasn't much money, so he wants a small plain room and one that hopefully includes breakfast in the price. The discussion is between Joe and the desk clerk. Joe must fill out a registration form.

Clerk: Buenas noches. ¿En qué puedo servirle?

Joe:

ANSWER SHEET

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Hotel

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

VOCABULARY LIST FOR "IN THE RESTAURANT" - EN EL RESTAURANTE

Directions:

The following vocabulary items are related to hospitality and related occupations and "In The Restaurant." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on Page 151. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

waitress, waiter	mesera, camarera mesero, camarero
menu	menú
expensive	caro,a
inexpensive	barato, a
dinner	cena
I'm hungry	tengo hambre
table	mesa
food	comida
Today's speciality	El plato del día
meat	carne
vegetable	legumbre
bread	pan
soup	sopa
salad	ensalada
beverage	bebida
wine	vino
dessert	postre
money	dinero
service charge	recargo
bill	cuenta
restaurant	restaurante
chair	silla
knife	cuchillo
fork	tenedor
spoon	cuchara

VOCABULARY LIST FOR "IN THE RESTAURANT" (continued)

plate	plato
saucer	platillo
cup	taza
glass	vaso

VOCABULARY QUIZ ON "IN THE RESTAURANT" - EN EL RESTAURANTE

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

1. ¿Qué hora es? No veo el____________.
   A. mesa
   B. cuchillo
   C. reloj

2. Se bebe de un____________.
   A. vaso
   B. plato
   C. tenedor

3. Después de la cena, pedimos______________.
   A. mesa
   B. pan
   C. postre

4. Antes de que podamos pedir la comida, necesitamos un_____________.
   A. tenedor
   B. menú
   C. postre

5. La silla está junto a la____________.
   A. legumbre
   B. postre
   C. mesa

6. El vino de la casa es una_________________________.
   A. sopa
   B. bebida
   C. legumbre

7. El café se bebe de una__________________.
   A. taza
   B. platillo
   C. tenedor

8. La sopa se come con______________.
   A. cuchara
   B. cuchillo
   C. tenedor

9. Necesito mantequilla para mi_________________.
   A. ensalada
   B. pan
   C. bebida

10. El recargo en nuestra cuenta es para ________________.

A. el muenu
B. el postre
C. la camarera

IN THE RESTAURANT -- EN EL RESTAURANTE

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
Mr. Brown (Sr. Castaño) Mrs. Brown (Señora Castaño) Waitress 2 Other Customers	Close up of men by the door of the restaurant. Then on to the couple standing by the door.	Sra. C.: Mira, José, al menú. Las comidas están muy baratas. Me gusta la comida número tres por 50 pesos. Chuleta de tenera, con espinaca y ensalada de papas.	Mrs. Brown: Look Joe, at the menu. The dinners are inexpensive. I like dinner 3 for $2.50. Veal cutlet with spinach and potato salad.
PROPS: Slide Of Restaurant 2 Tables And Cloths 4 Chairs 1 Vase With Flowers Signs 2 Soup Bowls, Plates, Knives, Forks, Spoons, Cups, Saucers. Soup Chicken Veal Cutlet Wine Bottle Beer Waitress Order Pad Change Purse Money 2 Glasses For Wine Clock Beer Mugs (20 pesos = $1.00)		Sr. C.: Sí, querida, todas las comidas parecen buenas. Creo que me gustaría la comida número dos. Pollo asado con ensalada y papas fritas. Comemos aquí?	Mr. Brown: Yes, dear, all the dinners look good. I think I would like dinner 2. Broiled chicken with mixed salad and french fries. Shall we eat here?
		Sra. C.: Sí, tengo hambre. ¿Y tú?	Mrs. Brown: Yes, I'm hungry. And you?
	They enter the restaurant and look for an empty table.	Sr. C.: Aquí hay una mesa.	Mr. Brown: Here's a table.
	They are seated at the table. Mrs. Brown looks around.	Sra. C.: Se está muy bien aquí, ¿verdad?	Mrs. Brown: It is really quite pleasant here, isn't it?
		Sr. C.: Sí, y dicen que la comida es deliciosa, también.	Mr. Brown: Yes. And the food is supposed to be delicious, too.
	Waitress enters.	Camarera: ¡Ola!	Waitress: Hello.
		Señores C.: ¡Ola!	Mr. and Mrs. Brown: Hello.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Camarera: Desean ver un menú?	Waitress: Do you want to see a menu?
		Sr. C.: No gracias. Pedimos ahora.	Mr. Brown: No, thank you. We'll order now.
	Takes out pad and writes order.	Camarera: Muy bien, que desean tomar?	Waitress: Fine, what would you like?
		Sr.C.: Mí esposa desea la comida número tres y yo número dos. ¿Sirven sopa con las comidas?	Mr. Brown: My wife would like dinner number three and I number two. Is soup served with the dinners?
		Camarera: Por supuesto, la especialidad es sopa de guisantes. Se la puedo recomendar.	Waitress: Of course, today's speciality is pea soup. I can recommend it.
		Sr. C.: Entonces, dos sopas, por favor.	Mr. Brown: Then two soups, please.
		Camarera: ¿Desean tomar algo antes de la comida?	Waitress: Will you have something to drink before dinner?
		Sr. C.: Sí, mi esposa desea el vino de la casa blanco y yo tomaré cerveza clara.	Mr. Brown: Yes, my wife will have the house white wine and I'll have a light beer.
		Camarera: A ver, una comida número tres, una número dos, dos sopas, vino y cerveza. ¿Está bien?	Waitress: Now, one dinner three, one dinner two, two soups, wine and beer, Okay?
	PAUSE-FADE OUT Fade in and waitress arrives.	Camarera: Aquí están las comidas.	Waitress: Here is your dinner.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Señores C.: Gracias.	Mr. and Mrs. Brown: Thank you.
	Raising Glass.	Sr. C.: A tu salud.	Mr. Brown: To your health.
	Raising Glass. Replacing Glasses.	Sra. C.: A tu salud.	Mrs. Brown: To your health.
		Sra. C.: ¡Qué disfrutes de la comida!	Mrs. Brown: Enjoy your meal!
	Fade out-(music)- Fade in-table with empty plates.	Sr. C.: Lo mismo te deso.	Mr. Brown: The same to you.
		Sra. C.: La comida está magnífica.	Mrs. Brown: The meal tasted fabulous.
		Sr. C.: La mía también. ¿Quieres postre?	Mr. Brown: Mine too. Would you like dessert?
		Sra. C.: No gracias. No puedo más.	Mrs. Brown: No thanks. I'm full.
		Sr. C.: Señorita, quisiera pagar, por favor.	Mr. Brown: Miss, I'd like to pay please.
		Camarera: ¿Quisieran algo más?	Waitress: Would you like something else?
		Sr. C.: No, gracias.	Mr. Brown: No, thank you.
		Camarera: ¿Les gustó la comida?	Waitress: Did you enjoy the meal?
		Señores C.: Magnífica!	Mr. and Mrs. Brown: Wonderful!

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Camarera: Una comida número dos-60 pesos. Una comida número tres-50 pesos. Vino, dos cervezas; 140 y la propina de, 20 pesos. Todo junto llega a 160.	Waitress: One dinner 2 - $3.00. One dinner 3 - $2.50. Wine, two beers; that comes to $7.00 and the service charge, $1.00. Altogether, that will be $8.00.
	Hands waitress $8.00.	Sr. C.: 160 pesos estará bien.	Mr. Brown: Eight dollars will be right.
		Camarera: Gracias y adiós.	Waitress: Thank you. Good-bye.
		Senores C.: Adiós.	Mr. and Mrs. Brown: Good-bye.

SUPPLEMENTARY VOCABULARY ON "IN THE RESTAURANT"

tablecloth	mantel
napkin	servilleta
cash register	caja
door	puerta
window	ventana
sign	cartel
counter	mostrador
restroom	cuarto de caballeros, damas
customer	cliente
cook	cocinero
busboy	ayudante de camarero
cashier	mesero
baker	panadero
purse	bolsa, cartera
wallet	billetera
bill	billette
coin	moneda
fruit	fruta
sugar	azúcar
salt	sal
pepper	pimienta
beef	carnero
veal	tenera
pork	puerco
ham	jamón
bacon	tocino
chicken	pollo
fish	pescado

SUPPLEMENTARY VOCABULARY ON "IN THE RESTAURANT" (continued)

cheese	queso
cream	crema
egg	huevo
bean	judia
pea	guisante
potato	papa
tomato	tomate
water	agua
onion	cebolla
gravy	salsa
flour	harina
carrot	zanahoria
mushroom	seta
juice	jugo
cabbage	col
apple	manzana
orange	naranja
banana	banana, plátano
pineapple	piña
pear	pera
grape	uva
strawberry	fresa
peach	melocotón
rice	arroz
corn	maíz
lettuce	lechuga
asparagus	espárago
cauliflower	coliflor

SUPPLEMENTARY VOCABULARY ON "IN THE RESTAURANT" (continued)

cucumber	pepino
spinach	epinaca
beet	remolacha
cake	torta
cookie	galleta
ice cream	helado
pudding	pudín
pastry	pastelería
coffee	café
tea	té
milk	leche
soft drink	bebida
pan	cazo

COOKING TERMS - TERMINOLOGIA DE COCINA

baked	horneado
beaten	batido
boiled	hervido, cocido
breaded	empanado
browned	dorado
cooked	cocinado
diced	cortado en cuadritos
fried	frito
fricassee	fricasé
frozen	congelado, helado
grated	rallado
gravy	salsa
grilled	asado a la parrilla
mashed	amasado
mixed	mezclado
pickled	en escabeche, encurtido
puree	puré
rare	poco frito, poco asado
raw	crudo
roasted	asado
salty	salado
slice	tajada, rebanada (bread)
sauce,	salsa
smoked	ahumado
spicy	picante
stuffing	relleno
toasted	tostado
tender	tierno

COOKING TERMS - TERMINOLOGIA DE COCINA (continued)

well cooked	bien cocido
well done	bien frito
whipped	batido

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COOKING TERMS - TERMINOLOGIA DE COCINA (continued)

well cooked	bien cocido
well done	bien frito
whipped	batido

SUPPLEMENTARY ACTIVITIES ON "IN THE RESTAURANT"

I. Using the Supplementary Vocabulary on foods, compose three dinner menus and a menu cover.

Example of a dinner menu: (Dinner one, Menu 1)

Tomato soup
Carrot salad
Roast Beef Cooked potatoes
Green beans
Coffee/Tea
Pudding

II. Read and prepare one of the following recipes. Be prepared to present it to the class and explain the precedure you followed.

SOPA DE JUDIAS COLORADAS

2 tazas de judías coloradas
½ taza de cebolla picada
6 tazas de agua
hueso de jamón o cubitos de cerdo salado
1 taza de apio picado con hojas
½ taza de zanahorias
2 tomates picados muy finos
un pimiento verde picado muy fino
dos hojas de laurel
dos cucharadas de harina
tres cucharadas de mantequilla derritida
sal y pimienta

Ponga en remojo las judías en 6 tazas de agua por 12 horas. Escurra las judías, y las ponga a cocer en una olla con 12 tazas de agua y hueso de jamón o los cubitos de cerdo salado. Cueza despacio durante tres horas y entonces ponga la cebolla, el apio, la zanahoria, el pimiento, el tomate y el laurel. Cueza una hora más. Cuela, enfríe, y desgrase las judías.

Derrita la mantequilla con la harina y añada poco a poco a la sopa, removiendo hasta que hierva. Ponga sal y pimienta a su gusto.

Se sirve caliente con unas ruedas finas de limón y huevo duro. Una cucharita de jérez le da un gusto maravilloso.

Se puede hacer lo mismo con lentejas o guisantes secos.

BLACK BEAN SOUP

2 cups black beans
6 cups water
ham bone or 2 inch cube of salt pork
12 cups water
½ cup chopped onions
1 cup chopped celery with leaves
½ cup carrots
1 finely chopped green pepper
2 finely chopped small tomatoes
2 bay leaves
3 tablespoons melted butter
2 tablespoons of flour
salt and paprika

Soak beans in six cups of water for 12 hours. Drain, put in kettle with 12 cups of water (or ham water), ham bone, or salt pork. Simmer 3 hours. Add chopped onions, celery, carrots, pepper and tomato and bay leaves. Simmer one hour longer. Put through colander, chill, remove grease.

Blend flour and melted butter, ADD TO SOUP MIXTURE SLOWLY, cook and stir until it boils. Add salt and paprika to taste.

Serve hot with thin slice of lemon and thin slice of hard cooked egg in each bowl. One tablespoon of sherry in each bowl is excellent.

Lentils or split peas may be used... Cooked in the same way.

TORTILLA SENCILLA (SIRVE A CUATRO)

¼ taza de leche
4 yemas de huevos
4 claras de huevos
½ cucharadita de sal y una cuzarada de mantequilla

Combine y bata lecha, yemas y levadura, bata las claras con sal hasta que se formen puntos de nieve. Derrita la mantequilla a faego muy lento en una sartén. Cubra con una tapadera. Mientras se hace la tortilla dele varios al traves con un cuchillo para permitir que penetre el calor. Cuando la tortilla este hecha (10 a 12 minutos) vuélvase y deje un minuto hasta que se quaje el otro lado. Sirva enseguida.

RICE PRIMAVERA
(Arroz Primavera)

1/3 cup olive oil
1 small onion, chopped
2 slices bacon, diced
3 tomatoes, peeled, seeded and chopped, or
1 pound can tomatoes, drained
2 cups uncooked rice
4 cups water
4 bouillon cubes
Salt to taste
1 cup finely chopped cauliflower
½ cup shelled peas
1 cup cut green beans

Heat the oil in a large skillet. Add the onion, bacon and tomatoes. Cook 5 minutes over moderate heat. Add rice, stir to coat with oil, add water, bouillon cubes and salt, if needed. Bring to a boil, add cauliflower, peas and beans, cover, cook 5 minutes more. Simmer over reduced heat 15 minutes, uncovered, then place in a 350 degree oven for an additional 10 minutes until rice is fluffy and tender. Remove from oven, let stand a few minutes before serving. Serves 5-6.

SHERRY FLAN
(Flan al Jerez)

6 egg yolks
6 tablespoons sugar
6 tablespooons oloroso sherry
Grated lemon rind, cinnamon

Combine egg yolks, sugar and sherry in top of a double boiler. Beat constantly over hot water until fluffy, thickened and very smooth. Do not let water boil. Remove from heat, beating until bubbles are gone. Spoon into goblets or sherbet dishes; sprinkle top with grated lemon rind and powdered cinnamon. Chill and serve within the hour. Serves 6. For best results, use the very finest cream sherry.

Note: This bears an obvious resemblance to zabaglione, in fact, the Spanish claim the Italian dessert was copied from their flan. However, the more common flan is a simple milk-and-egg custard with caramel sauce.

CONVERSATION STIMULUS ON "IN THE RESTAURANT"

Karen goes into a restaurant. She hasn't decided what she wants yet, and needs a menu. She orders a la carte.

Waitress:

Karen:

ANSWER SHEET

HOSPITALITY AND RECREATION LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Restaurant

1.

2.

3.

4.

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10.

STUDENT CAREER UNIT IV

HOSPITALITY AND RECREATION CAREER RESEARCH PACKAGE

HOSPITALITY AND RECREATION CAREER RESEARCH PACKAGE

Directions:

The selected Hospitality and Recreation occupations listed at the beginning of this unit are briefly described on the following pages.

1. Select one occupation that is of interest to you.
2. Using the information provided on that occupation, complete the Career Exploration Form on page 185.
3. Familiarize yourself with the information.
4. Without your Career Exploration Form, complete the quiz on page 187 with 80% accuracy.
5. To check your answers, use your Career Exploration Form.

AUTOMOBILE SERVICE-STATION ATTENDANT

Usual Duties:

The service-station attendant puts gasoline, diesel fuel and oil into cars, buses, trucks and other vehicles at the request of the customer. He also changes the oil, cleans the windshield, replaces oil filters and fan belts, changes spark plugs and performs other small repairs or adjustments on vehicles. He collects payment, fills out credit card forms, gives out credit card forms, gives directions, and returns correct change to the customer.

Characteristics Of Job:

Work in this area is always steady with a five- or six-day work week or 40 to 48 hours which may consist of nights, weekends, holidays. Most work is performed outdoors and involves working with greasy objects and handling dirty auto parts. Uniforms may be required and are usually provided by the employer.

Qualifications:

A few weeks on-the-job training are required, and you will be given preference if you have a high school education. Courses in auto mechanics, shop, math, bookkeeping will be very helpful in obtaining a position. A driver's license is usually required since it may be necessary to move a customer's vehicle at some time. You must be physically fit to lift and move heavy objects, to work with small hand tools and to squeeze into small areas and work in cramped places.

Occupational Opportunities:

There are always many openings in this field, and jobs are available in any community. Students may find summer, part-time and after-school work. Training may be available at your State Employment Service office under the Manpower Development and Training Act.

Advancement Opportunities:

You may rise to service manager or even establish your own business.

Finding The Job:

Apply directly at any service station or at the local State Employment Office, read daily newspaper ads.

Write to:

American Petroleum Institute
Marketing Division
1271 Avenue of the Americas
New York, New York 10020

BARBER - BARBER APPRENTICE

Usual Duties:

Provides many services for customers: cuts and trims hair, shaves customers, shampoos and styles customer's hair. May massage face, scalp, manicures and pedicures nails. May sell cosmetic products.

Characteristics Of Job:

Work is steady throughout year, and work week varies from shop to shop and generally is more than 40 hours a week which may include Saturday. Some employees require you to furnish your own uniforms and have own instruments.

Qualifications:

You must have a barber's license in almost all states. From six to eight months of classroom training in a state approved barber's college is required before a license is issued. After graduating from such a school, one must pass an examination for an apprentice license. After working one or two years as an apprentice, you must then pass a written test and show that you can do the work to obtain the license. One must be physically fit and be able to work on one's feet for long periods of time. You must be able to work rapidly and accurately with your fingers.

Finding The Job:

Apply directly at any local barbershop. Register at the local State Employment Service Office.

Write to:

Journeymen Barbers, Hairdressers, Cosmetologists and
Proprietors' International Union of America
1141 North Delaware Street
Indianapolis, Indiana 46207

National Association of Barber Schools, Inc.
750 Third Avenue
Huntington, West Virginia 25701

National Association of Barber Schools, Inc.
750 Third Avenue
Huntington, West Virginia 25701

Associated Master Barber and Beauticians
of America
537 South Dearborn Street
Chicago, Illinois 60605

BELLBOY - BELLGIRL

Usual Duties:

The bellperson performs many duties for hotel guests: escorts them to rooms, helps with baggage, gives information on available services and facilities and indicates any points of interest and entertainment that are available. He also explains the room facilities to the guests, delivers messages and runs errands.

Characteristics Of Job:

Work is steady throughout the year except in resort areas. Work week may vary from 35 to 48 hours and may include evenings, nights, holidays and weekends. Employer usually furnishes uniform.

Qualifications:

Must complete a few weeks of on-the-job training. In some cases a high school education is preferable. The individual must be at least 18 years of age and must be physically able to lift and carry heavy objects and to be on his feet for long periods of time. Must be courteous, neat and tactful in dealing with guests.

Occupational Opportunities:

Within the next ten years 10,000 job openings will become available. Jobs are found in nearly all communities. Large hotels offer the best prospects.

Advance Opportunities:

You may advance to bell captain or to superintendent of services.

Finding The Job:

Apply directly at the personnel office of any large hotel. Register with an employment agency or read newspaper ads.

Write to:

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

BUS BOY - BUS GIRL

Usual Duties:

The busperson carries dirty dishes from dining area to kitchen, keeps a supply of clean tableware and linen in the dining area, and also sets up tables. He may make coffee and provide customers with water, bread, butter and juices.

Characteristics Of Job:

This work is steady throughout the year, usually consisting of a five- or six-day week of 40 to 48 hours. Work schedule may include weekends, holidays, evening and night work. Some establishments require uniforms which they may or may not furnish.

Qualifications:

In this area of work you will be given preference if you have a high school education. If alcoholic beverages are served you may have to be 18 or 21 years of age. Many states require health certificates. You must be neat, courteous, and friendly and physically fit to stand for long periods of time.

Occupational Opportunities:

There are thousands of job openings in this field of work. Work is available in almost all communities, and part-time or summer jobs are plentiful for high school students.

Advancement Opportunities:

With experience you may advance to such jobs as head waiter, head waitress, waiter, waitress, cashier, hostess or cook.

Finding The Job:

Apply directly at personnel office of any local cafeteria, restaurant, drive-in, soda fountain or food serving facility. Read the daily newspaper ads.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

CAR HOP

Usual Duties:

The car hop takes orders at drive-in restaurants, calls in the orders, delivers food and takes customers' payments.

Characteristics Of Job:

This work is steady throughout the year, usually consisting of a five- or six-day week of 40 to 48 hours. Work schedule may include weekends, holidays, evening and night work. Some establishments require uniforms which they may or may not furnish.

Qualifications:

In this area of work you will be given preference if you have a high school education. If alcoholic beverages are served you may have to be 18 or 21 years of age. Many states require health certificates. You must be neat, courteous, and friendly and physically fit to stand for long periods of time.

Occupational Opportunities:

There are thousands of job openings in this field of work. Work is available in almost all communities, and part-time or summer jobs are plentiful for high school students.

Advancement Opportunities:

With experience you may advance to such jobs as head waiter, head waitress, waiter, waitress, cashier, hostess or cook.

Finding The Job:

Apply directly at personnel office of any local cafeteria, restaurant, drive-in, soda fountain or food serving facility. Read the daily newspaper ads.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

CASHIER

Usual Duties:

Receive money from customers, make change, make out bills, use cash register, use adding machine, record daily receipts and balance.

Characteristics Of Job:

Work is steady throughout year, usually 40 hour work week consisting of 5 days which may include weekends, holiday, and nights. Job may specify that you be bonded.

Qualifications:

On-the-job training, usually must have high school education. Courses in math, business, bookkeeping will be useful, and in many areas a second language may be required.

Occupational Opportunities:

Many openings year around found in all communities. Students can work summer, part-time and weekends. Work available for both male and female, and training is provided through your local State Employment Service Office under the Manpower Development and Training Act.

Advance Opportunities:

May advance to managerial job in larger business.

Finding The Job:

Apply directly at personnel office of any place of entertainment or local restaurant. Read local newspaper ads.

Write to:

Retail Clerks International Association
Connecticut Avenue
Washington, D. C. 20036

COOK HELPER

Usual Duties:

The cook helper assists in such duties as scrubbing, peeling, and cutting fruits, vegetables, etc. He cleans and prepares seafoods, meat and poultry. He weighs and measures ingredients and helps clean kitchen utensils.

Characteristics Of Job:

This type of work is steady throughout the year, usually a 40 hour, five-day week which may include evenings, nights, week-ends. Work is usually performed indoors. Employer usually furnishes uniform.

Qualifications:

To work in these jobs one must complete a few weeks of on-the-job training. Education is usually not important, but it can better your chances for employment. All states require a health certificate.

Occupational Opportunities:

There are always thousands of job openings in this area of work. Work is available in nearly all communities. As a student, you can frequently obtain summer or part-time work in any community.

Advancement Opportunities:

As an experienced cook helper, one may frequently advance to such positions as chef, pantryman or baker.

Finding The Job:

You may apply directly at the personnel office of any local restaurant, hotel, hospital, cafeteria or other facility which serves food. Read newspaper ads for job opportunities.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

COUNTERMAN - COUNTERWOMAN

Usual Duties:

The counterperson serves foods from the counter, cleans equipment, makes out customers checks, takes the money and may sell small items, such as candy, cigarettes, etc.

Characteristics Of Job:

This work is steady throughout the year, usually consisting of a five- or six-day week of 40 to 48 hours. Work schedule may include weekends, holidays, evening and night work. Some establishments require uniforms which they may or may not furnish.

Qualifications:

In this area of work you will be given preference if you have a high school education. If alcoholic beverages are served you may have to be 18 or 21 years of age. Many states require health certificates. You must be neat, courteous, and friendly and physically fit to stand for long periods of time.

Occupational Opportunities:

There are thousands of job openings in this field of work. Work is available in almost all communities, and part-time or summer jobs are plentiful for high school students.

Advancement Opportunities:

With experience you may advance to such jobs as head waiter, head waitress, waiter, waitress, cashier, hostess or cook.

Finding The Job:

Apply directly at personnel office of any local cafeteria, restaurant, drive-in, soda fountain or food serving facility. Read the daily newspaper ads.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

FOUNTAINMAN - FOUNTAINWOMAN

Usual Duties:

The fountainperson prepares soft drinks and serves ice cream concoctions.

Characteristics Of Job:

This work is steady throughout the year, usually consisting of a five- or six-day week of 40 to 48 hours. Work schedule may include weekends, holidays, evening and night work. Some establishments require uniforms which they may or may not furnish.

Qualifications:

In this area of work you will be given preference if you have a high school education. If alcoholic beverages are served you may have to be 18 or 21 years of age. Many states require health certificates. You must be neat, courteous, and friendly and physically fit to stand for long periods of time.

Occupational Opportunities:

There are thousands of job openings in this field of work. Work is available in almost all communities, and part-time or summer jobs are plentiful for high school students.

Advancement Opportunities:

With experience you may advance to such jobs as head waiter, head waitress, waiter, waitress, cashier, hostess or cook.

Finding The Job:

Apply directly at personnel office of any local cafeteria, restaurant, drive-in, soda fountain or food serving facility. Read the daily newspaper ads.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

KITCHEN HELPER

Usual Duties

The kitchen helper keeps equipment clean, sorts out trash, washes all kitchen utensils and moves supplies from kitchen to storeroom. He may also set up banquet tables.

Characteristics Of Job:

This type of work is steady throughout the year, usually a 40 hour, five-day week which may include evenings, nights, week-ends. Work is usually performed indoors. Employer usually furnishes uniform.

Qualifications:

To work in these jobs one must complete a few weeks of on-the-job training. Education is usually not important, but it can better your chances for employment. All states require a health certificate.

Occupational Opportunities:

There are always thousands of job openings in this area of work. Work is available in nearly all communities. As a student, you can frequently obtain summer or part-time work in any community.

Advancement Opportunities:

As an experienced cook helper, one may frequently advance to such positions as chef, pantryman or baker.

Finding The Job:

You may apply directly at the personnel office of any local restaurant, hotel, hospital, cafeteria or other facility which serves food. Read newspaper ads for job opportunities.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

HOTEL CLERK

Usual Duties:

The hotel clerk performs many duties to serve the hotel guests. He makes and confirms reservations, greets guests when they arrive, registers them, gives them keys to rooms, and gives instructions to the bellperson. He keeps records of the accounts and of occupied rooms. He bills guests and collects payments. He checks out guests when they leave. He may use equipment such as telephone, teletype or switchboard to receive and send messages. He answers questions about interesting places to dine or visit.

Qualifications:

To be a hotel clerk one must complete a few weeks of on-the-job training. Usually a high school education is required with courses in typing, shorthand and bookkeeping being very useful. In many locations a foreign language is a must.

Occupational Opportunities:

Many thousands of jobs are available in this area in almost any community throughout the country. The work is available to both men and women and training is provided at the local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the personnel office of any hotel or motel in your area. Consult your daily newspapers for available positions.

Write to:

The Council of Hotel, Restaurant
and Institutional Education
Statler Hall
Cornell University
Ithica, New York 14850

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

LAUNDRY AND DRY CLEANING SERVICES

Usual Duties:

The laundry and/or dry cleaning worker performs a variety of duties in preparing, processing and distributing laundry. He receives clothes from customers and issues claim checks, sorts laundry, may load and unload clothes from truck, weighs laundry and tags items for identification.

Characteristics Of Job:

Work in these areas is steady throughout the year, consisting usually of a five- or six-day week of 40 to 48 hours with overtime available.

Qualifications:

Must complete a few days of on-the-job training, but the person with a high school education is given preference. Must be physically fit to stand on feet for long periods of time and to lift heavy objects.

Advance Opportunities:

With time and experience may go on to foreman in large establishment.

Finding The Job:

Apply at personnel or employment office of any laundry or dry cleaning establishment.

Write to:

The National Institute Of Dry Cleaning
909 Burlington Avenue
Silver Spring, Maryland 20910

PARKING-LOT ATTENDANT

Usual Duties:

The parking-lot attendant parks cars for customer, collects fees for service. He places a numbered tag on the windshield and gives the customer a tag with a similar number. He records the time of entrance of a car and drives it to a space. He also patrols area to prevent theft.

Characteristics Of Job:

Work is steady throughout the year, a five- or six-day week, 40 to 48 hours which may include evenings, nights, holidays and weekends. Employer furnishes uniforms if they are required.

Qualifications:

A high school education is not needed, but is preferred. You must have a driver's license and be at least 18 years of age. You must have good eyesight to park cars within a limited space.

Occupational Opportunities:

Within the next few years the increasing number of cars in this country will make available many new jobs in this area. Jobs are found in almost all communities

Advance Opportunities:

Not much chance to advance in this job.

Finding The Job:

Apply directly at the employment office of any local parking lot or garage. Read newspaper for ads.

TRAVEL AGENT

Usual Duties:

The travel agent assists the customer in planning the trip by giving first hand information on the countries or areas to be visited. Making reservations in hotels and on trains, planes, boats, buses, explaining the necessary documents needed in foreign travel, informing the customer as to what he may or may not bring in or out of the country and the weight allowed on luggage. He will inform the customer about local customs, tips, foods, etc. He eliminates all potential problems.

Qualifications:

The travel agent may receive on-the-job training from Pan America or other travel firms or enterprises. A high school education is required, and in some cases a year or two of college. Knowledge of at least one foreign language, or as many as possible, is a must. Additional knowledge about the countries and their peoples and histories will give the applicant a better opportunity for employment.

Occupational Opportunities:

This type of work is available anywhere there is a local travel agency or in large hotels. It is open to both men and women and requires a pleasant out-going personality. Work is always interesting and exciting and offers many opportunities to travel.

Getting The Job:

Apply at your local travel agency or at any large hotel. Write to any airplane line. Look in the want ads of your daily newspaper or ask your counselor for information.

Write to:

Pan Am Airways
P. O. Box #5504
New York, New York 10017

WAITER - WAITRESS

Usual Duties:

The waiter or waitress takes orders, serves food and beverages, makes out checks and often takes the customers' payment. In some restaurants they set up and clear tables and help clean equipment.

Characteristics Of Job:

Work is steady, usually a forty-hour week and may include evenings, nights, holidays and weekends. You may be required to furnish your own uniform.

Qualifications:

Must often complete a few weeks of on-the-job training. Courses in home economics are very useful. You usually must be 21 or at least 18 years of age if alcoholic beverages are served. In some states a health certificate is required. You must also be physically able to stand on your feet for long periods of time. You must be courteous, near, and tactful in dealing with customers.

Occupational Opportunities:

About 640,000 jobs for this service will be available within the next 10 years. As a result chances for getting a job are good. Jobs are available in nearly all communities, but the best places are usually large cities. Part-time or summer work is easy to find.

Advance Opportunities:

Advancement to headwaiter, captain, cashier or hostess come with experience and time on the job.

Finding The Job:

Apply directly at the restaurant, hotel, motel, drugstore, etc., where you are seeking employment. Ask the employment agency or school counselor for data.

Write to:

Educational Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

CAREER EXPLORATION FORM

Using the information provided in this booklet and/or information in your classroom or library, complete the following questions concerning the occupation you have chosen from this career unit.

OCCUPATION RESEARCHED______________________________________

1. Check the correct answer or answers.

   The occupation you have chosen requires

   __________ a high school diploma

   __________ a college diploma

   __________ apprenticeship

   __________ union membership

   __________ trade school training

   __________ no special training

   __________ practical experience

   __________ physical strength

   __________ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.
   a.
   b.
   c.
   d.
   e.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occuaption (working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?
   a.
   b.

9. List one local employer in your job field.

CAREER EXPLORATION QUIZ

Directions: Complete this quiz with 80% accuracy. To check your answers, use the Career Exploration Form you filled out on the occupation you chose.

1. Name of occupation. ______________________________

2. List two duties required of this occupation.

   a. ______________________________

   b. ______________________________

3. List two or more educational requirements for the occupation.

   a. ______________________________

   b. ______________________________

4. List any special physical requirements below.

   a. ______________________________

   b. ______________________________

5. List at least two sources of information for "finding the job" you have chosen.

   a. ______________________________

   b. ______________________________

STUDENT CAREER UNIT V

MARKETING AND DISTRIBUTION LEARNING ACTIVITY PACKAGE

MARKETING AND DISTRIBUTION

OCCUPATIONS

--Grocery Checker - cajero
--Refrigeration Mechanic - mecánico de refrigeración
--Salesclerk - dependiente
--Security Guard - guardia de seguridad
--Teller - cobrador

VOCABULARY LIST ON "IN THE BANK"

Directions:

The following vocabulary items are related to bank occupations and "In The Bank." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on Page 193. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

help (verb)	asister, ayudar
withdraw (verb)	sacar
account	cuenta
account ID card	tarjeta de ídentificación
account number	número de la cuenta
daily statement	estado de cuentas diario
teller	cajero, cobrador
teller's window	ventanilla
bankclerk	cajero
bill (noun)	billete
change (noun)	cambio
bank	banco
voucher	comprobante
sign (verb)	firmar

VOCABULARY QUIZ ON "IN THE BANK" - EN EL BANCO

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of these choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

1. Al fin the la forma, ____________ su nombre.
   A. ayude
   B. firme
   C. saque

2. Yo recibo el cambio del____________.
   A. cajero
   B. estado de cuentas diario
   C. comprobante

3. Por favor, déme cambio de este___________.
   A. cajero
   B. estado de cuentas diario
   C. billete

4. Mi dinero está en el______________.
   A. cambio
   B. banco
   C. cajero

5. Sacaré el dinero de mi__________.
   A. cuenta
   B. billete
   C. cajero

6. Se tiene que llevar el_______al cajero para recibir el dinero.
   A. tarjeta de identificación
   B. comprobante
   C. estado de cuentas diario

7. ¿Si no sabe conseguir el dinero? El cajero le_________.
   A. firmará
   B. sacará
   C. asistirá

8. ¿Cuánto dinero tengo? No sé. Buscaré en mi____________.
   A. tarjeta de identificación
   B. estado de cuentas diario
   C. cajero

9. No tengo billetes; solamente____________.
   A. cambio
   B. banco
   C. estado de cuentas diario

10. El número de mi cuenta está en mi______________.
A. billete
B. cajero
C. tarjeta de identificación.

IN THE BANK — EN EL BANCO

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
Mrs. White (Sra. Blanco) Bank Clerk Teller Other customers	Mrs. White walks up to clerks counter, clerk rises from a desk and goes to counter.	Sra. B.: ¡Ola!	Mrs. White: Hello!
		Cajeró: ¡Ola! ¿Cómo está hoy?	Clerk: Hello. How are you today?
		Sra. B.: Muy bien, gracias.	Mrs. White: Fine, Thank you.
PROPS:		Cajeró.: ¿En qué puedo asistirle?	Clerk: How can I help you today?
Voucher Pen Desk Counter Money		Sra. B.: Quisiera sacar veinte y cinco dolares. Aquí tiene mi tarjeta de identificación.	Mrs. White: I would like to withdraw $25.00. Here is my account ID card.
		Cajeró: Muy bien. Permítame encontrar su estado de cuenta diario.	Clerk: Okay. Let me find your daily statement.
	Pause as clerk looks for statement and fills out voucher.	Sra. B.: Gracias.	Mrs. White: Thank you.
	Mrs. White signs the form.	Cajero.: Aquí está su estado diario de cuenta y aquí su comprobante. Fírmelo nada más y llévelo allá al cajero.	Clerk: Here is your daily statement and here is your voucher. Just sign it and take it over to the teller.
		Cajero.: ¿Eso será todo?	Clerk: Will that be all?

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Sra. B.: Sí, gracias. Adiós.	Mrs. White: Yes, thank you. Goodbye.
		Cajeró: Adiós.	Clerk: Goodbye.
	Mrs. White goes over to the teller counter. She hands the voucher to the teller.	Cajero 2: ¡Ola!	Teller: Hello.
		Sra. B.: ¡Ola!	Mrs. White: Hello.
		Cajero 2: Valdrá con 5 billetes de a cinco?	Teller: Will 5 five dollar bills be okay?
		Sra. B.: Pues, preferiria un poco de combio.	Mrs. White: Well, I would prefer some change.
	Teller turns and picks up the money and turns back to Mrs. White to count out money.	Cajero 2: Bien, aquí tiene 5,10, 15,20; 21, 22, 23, 24, 24.50;24.75; 25. ¿Está bien?	Teller: Fine, here it is: $5, 10, 15, 20, 21, 22, 23, 24, 24.25, 24.50, 24.75, 25.00. Is that allright?
	Teller stamps forms and puts it aside.	Sra. B.: Sí, muchísimas gracias. ¡Adiós!	Mrs. White: Yes, Thank you. Goodbye.
		Cajero 2: ¡Adiós!	Teller: Goodbye.

SUPPLEMENTARY VOCABULARY ON "IN THE BANK" - EN EL BANCO

exchange (verb)	canjear
exchange rate	cambio de canje
save (verb)	ahorrar
borrow (verb)	pedir prestado
receive	recibir
amount	suma
equivalent	equivalente
voucher no.	número de comprobante
value	valor
entry	entrada
debit	cargo
credit	crédito
previous balance	balance previo
new balance	balance nuevo
date of entry	día de entrada
transfer	trasladar
check	cheque
bill of exchange	billete de canje
letter of credit	carta de crédito
foreign exchange	cambio de encaje extranjero
security	seguridad
interest	interés
charge	cargo
adjustment	adjuste
deposit	depósito
address	dirección
currency value	valor de moneda corriente
foreign currency	moneda corriente extranjera
cash (noun)	dinero contado

MONETARY UNITS OF SPANISH - SPEAKING COUNTRIES

COUNTRY (país)	MONEY (dinero)
Argentina	peso
Bolivia	boliviano
Chile	peso
Colombia	peso
Costa Rica	colón
Cuba	peso
Dominican Republic	peso
Ecuador	quetzal
Guatemala	lempira
Honduras	peso
Mexico	peso
Nicaragua	córdoba
Panama	balboa
Paraguay	guarani
Peru	sol
Puerto Rico	dollar
Salvador	colón
Spain	peseta
Uruguay	peso
Venezuela	bolívar

CONVERSATION STIMULUS ON "IN THE BANK"

Using the words in the Supplementary Vocabulary and the information in the following stimulus, write your own conversation.

Frank goes into a bank. He has just received a gift of $5.00 from his aunt in America and he wishes to exchange it for pesos. He asks a bank clerk and she helps him fill out the necessary form and he then takes the form to the teller for the money.

ANSWER SHEET

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Bank

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

VOCABULARY LIST FOR "IN THE DEPARTMENT STORE"

Directions:

The following vocabulary items are related to "Marketing and Distribution" occupations and "In The Department Store." Study the vocabulary items, and when you feel that you have learned them, take the short quiz on Page 205. You must score at least 80% to pass, so be certain you know the words before attempting the quiz.

blouse	blusa
size	tamaño
customer	cliente
cash	al contado
check	cheque
traveler's check	cheque de viajeros
bargain	ganga
refund	reembolso
cosmetics	cosméticos
toilet articles	artículos para el tocador
deodorant cream	crema desodorante
lipstick	creyón de labios
tooth paste	crema dental
nail polish	esmalte para las uñas
shampoo	champú
an exchange (noun)	el canje
blue	azul
yellow	amarillo
sun tan lotion	loción para el sol
shaving lotion	loción de afeitar

VOCABULARY QUIZ ON "IN THE DEPARTMENT STORE" - EN EL ALMACEN

Directions:

You will read a series of incomplete sentences. Each sentence is followed by three choices A, B, and C. You are to decide which of the choices most appropriately completes the sentence and circle the letter which corresponds to your choice.

1. ¿De qué color es tu blusa?____ ________.
   A. amarilla
   B. azul
   C. larga

2. ¿Cuándo se va a la playa en el verano, se necesita______________.
   A. creyón de labios
   B. esmalte para las uñas
   C. loción para el sol.

3. La blusa no es de mi tamaño, deseo un______________.
   A. ganga
   B. canje
   C. cheque

4. Cuando yo voy a América, no llevo dinero. Uso____________.
   A. desodorante
   B. cheques de viajero
   C. reembolsos

5. Este creyón de labios es viejo y malo. Deseo un_________________.
   A. champú
   B. reembolso
   C. loción de afeitar

6. ¡Mira mis manos! Tengo__________nuevo.
   A. loción de afeitar
   B. cheque
   C. esmalte para las uñas

7. Mi pelo está sucio. Necesito__________.
   A. color
   B. crema dentrífica
   C. champú

8. El creyón de labios y el esmalte para las uñas son______________.
   A. cosméticos
   B. canjes
   C. azules

9. Después de comer, se necesita______________.
   A. crema dentrífica
   B. loción de afeitar
   C. champú

10. No, no tengo un cheque. Deseo pagar_____________.
   A. cosméticos
   B. reembolso
   C. al contado

IN THE DEPARTMENT STORE -- EN EL ALMACEN

Directions: Read and Understand the Following Skit.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
Clerk - dependiente Mrs. Brown - Sra. Pardo Mr. Brown - Sr. Pardo **PROPS:** Counter Articles of clothing Money Cash register (If possible)		Dep.: Buenas tardes. ¿En qué puedo servirle?	Clerk: Good afternoon. What can I help you with?
		Sra. P.: Quisiera ver una blusa.	Mrs. B.: I would like to see a blouse.
		Dep.: ¿Qué tamaño necesita?	Clerk: What size do you need?
		Sra. P.: Deseo ver una de talla 34.	Mrs. B.: I want a size 34.
		Dep.: ¿Qué color prefiere?	Clerk: What color do you prefer?
		Sra. P.: No sé. ¿Qué color prefieres tú, querido?	Mrs. B.: I don't know. What color do you prefer, Dear?
		Sr. P.: El amarillo o azul, claro. Siempre to caen bien.	Mr. B.: You always look well in yellow or perhaps a pale blue.
		Dep.: Tengo ésta en amarillo por $30.00 (dólares).	Clerk: I have this one in yellow for $30.00.
		Sr. P.: ¿Tiene algo un poco más barato?	Mr. B.: Do you have something a little cheaper?
		Dep.: Pues, Sí. Esta blusa de 15 dólares y ésta otra de 18 dólares.	Clerk: Well, Yes. This blouse is $15.00 and this other one is $18.00.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Sr. P.: Me gusta la azul por 18 dólares. Y la amarilla de 15 dólares es muy bonita también.	Mr. B.: I like the blue one for $18.00 The yellow one for $15.00 is very pretty also.
		Sra. P.: Muy bien, me llevo la amarilla.	Mrs. B.: Very wel,, I'll take the yellow one.
		Sr. P.: ¿Me cambia un cheque?	Mr. B.: Will you cash a check?
		Dep.: Sí, o le tomo un cheque de viajeros.	Clerk: Yes, or I'll take a traveler's check.
	Clerk leaves to get change.	Sr. P.: No, no importa. Le pago al contado. Aquí tiene $20.00 (dólares).	Mr. B.: No, never mind. I'll pay cash. Here you are, twenty dollars.
		Sr. P.: Creo que eso ese una ganga.	Mr. B.: I think that we got a bargain.
	Clerk returns.	Dep.: Aquí tiene su cambio de dos dólares y su paquete.	Clerk: Here you are. Here is your change of two dollars and your package.
		Sra. P.: ¿Sí no me va bien, me da un reembolso?	Mrs. B.: If it doesn't fit, may I get a refund?
		Dep.: Sí, por supuesto. Se lo cambiaremos con mucho gusto o le daremos un reembolso.	Clerk: Yes, of course. We will be glad to exchange it or give you a refund.
		Sra. P.: Muchas gracias. Vamos al departamento de cosméticos y de artículos para el tocador. Querido, necesito crema desodorante,	Mrs. B.: Thank you. Let's go to the cosmetics and toiletry goods department. Dear, I need deodorant cream, lipstick, tooth paste, and nail polish.

CHARACTERS	STAGE DIRECTIONS	DIALOGUE (SPANISH)	DIALOGUE (ENGLISH)
		Sr.P.: Muy bien, yo tengo que comprar loción para el sol, loción de afeitar, y champú.	Mr. B.: Very well, I have to buy some sun tan lotion, shaving lotion and shampoo.

SUPPLEMENTARY VOCABULARY ON "IN THE DEPARTMENT STORE"

red	rojo, a
orange	anaranjado, a
yellow	amarillo, a
green	verde
blue	azul
purple	morado, a
black	negro, a
white	blanco, a
pink	rosado
brown	café, castaño, a
colorful	pintoresco, a
hat	sombrero
shirt	camisa
blouse	blusa
vest	chaleco
coat	abrigo
jacket	chaqueta
sweater	suéter
pants	pantalones
skirt	falda
dress	vestido
stockings	medias
socks	calcetines
shoes	zapatos
boots	botas
handbag	bolsa
ring	anillo

SUPPLEMENTARY VOCABULARY ON "IN THE DEPARTMENT STORE" (continued)

bracelet	brazalete
necklace	collar
earring	arete, pendiente
watch	reloj
gloves	guantes
scarf	banda, trena
shawl	chal
poncho	poncho
stole	estola
wool	lana
cotton	algodón
silk	seda
leather	cuero
linen	lino
cloth	tela
dungarees	pantalones vaqueros
girdle	faja

CONVERSATIONS ON "IN THE DEPARTMENT STORE"

1. Using the supplementary vocabulary and the information in the following conversation stimulus, write your own conversation.

   Julie goes into the clothing store to buy her aunt a present. The sales clerk greets her and offers to be of service. Julie tells the clerk what she is looking for and the clerk inquires about the size. Julie isn't sure of her aunt's clothing size. The clerk suggests Julie buy a colorful scarf of silk. Julie agrees, chooses one and buys it.

2. Write a similar conversation of your own.

3. Using the vocabulary in the unit and the supplementary vocabulary in the restaurant unit (p. 157), write a conversation about buying something in a grocery store. (Many grocery stores in Europe are still not self-service.)

ANSWER SHEET

MARKETING AND DISTRIBUTION LISTENING COMPREHENSION TEST

Directions:

The teacher will read a series of statements or questions followed by two possible rejoinders - A and B. The student must determine which is the most appropriate rejoinder and write the corresponding letter on this answer sheet.

In The Department Store

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STUDENT CAREER UNIT V

MARKETING AND DISTRIBUTION CAREER RESEARCH PACKAGE

MARKETING AND DISTRIBUTION CAREER RESEARCH PACKAGE

Directions:

The selected Marketing and Distribution occupations listed at the beginning of this unit are briefly described on the following pages.

1. Select one occupation that is of interest to you.
2. Using the information provided on that occupation, complete the Career Exploration Form on page 225.
3. Familiarize yourself with the information.
4. Without your Career Exploration Form, complete the quiz on page 227 with 80% accuracy.
5. To check your answers, use your Career Exploration Form.

GROCERY CHECKER

Usual Duties:

The grocery checker uses an adding machine or cash register to total the prices of customer purchases in a self-service store. He reads the prices on items, looks at price lists, pushes the machine keys and totals the amount. She/he gives the customer his receipt, receives the cash, and makes the correct change. He may unload shopping carts, weigh some foods, and bag the items purchased. In many cases he may handle food stamps or give out trading stamps. At the end of her/his shift, she/he must balance the cash or checks on hand with the amount shown on the register.

Qualifications:

A few weeks on-the-job training may be required to obtain jobs in this area. A high school education is usually required with courses in arithmetic and cash register operation. One must have good vision to deal with figures and be able to stand for long periods of time. One must be friendly, courteous, neat and pleasant to deal with the public.

Occupational Prospects:

There are always positions in this type of work which is open to both men and women. Jobs are found in all communities and often are available to students after school or on week-ends or summer. Training for this job is available through your local State Employment Service under the Manpower Development and Training Act.

Finding The Job:

Apply at the employment office of any large supermarket, chain store or even smaller grocery store. Read the daily "help-wanted" ads in the local newspaper or ask your high school counselor.

REFRIGERATION MECHANIC

Usual Duties

The refrigeration mechanic installs and repairs cooling and refrigerating facilities according to specific blueprints. He sets up the refrigerating systems, pumps gas or fluid into the systems and observes to see that they are operating properly. He dismantels non-functioning systems and sees what adjustments are necessary to make the systems operable.

Qualifications:

One may either learn this type of work by informal on-the-job training or complete a training program that consists of 5 years of classroom instruction. One must usually have a high school education or trade school training. Courses in physics, mathematics and blueprint reading are very important since aptitude tests are given to determine whether one is able to perform the necessary work. One must be physically fit to work in cramped conditions and be dexterous in the handling of tools. A good eyesight is required to repair machinery according to bluepring specifications.

Occupational Prospects:

There is always a great demand for anyone trained in doing this type of work. Jobs are found in nearly all communities usually with large commercial firms dealing with food processing and shipping or industrial companies. Preapprenticeship training is available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at the employment office of any local refrigeration contractor or dealer. Register with the State Employment Office. Contact local union officials and read the ads in the local newspaper.

Write to:

Refrigeration Service Engineers Society
433 North Waller Avenue
Chicago, Illinois 60644

SALES CLERK

Usual Duties:

The sales person receives money for any merchandise bought, wraps the purchased items, and makes change. She/he may also inventory goods, order merchandise or shelved merchandise.

Qualifications:

A brief period of on-the-job training is usually required. With a high school education, one is usually given a preference, but this is usually not required. Math, English or home economics courses are useful. In many areas a second language is required due to the large foreign-language communities in the United States. One must be physically fit to stand all day and have good eyesight in order to work with figures. A friendly, courteous and pleasant attitude helps deal with customers.

Occupational Prospects:

There are always many openings in this area. Jobs are opened to both men and women and are available in nearly all communities. Good chances for finding employment are open to students for after-school, week-end or summer work. Training for this kind of work may be available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply directly at any local store. Read the daily newspaper ads and seek information from your high school counselor.

SECURITY GUARD

Usual Duties:

The security guard usually works in the evening and early morning hours when the business establishments are closed to see that there are no thefts or acts of vandalism. His duty is to protect the property and interests of the business or bank by which he is employed.

Qualifications:

Security guards usually have some on-the-job training. At least a high school education is required and, in some areas, two years of college. One must be at least 21 years of age, pass a physical and written examination and be able to meet certain weight and height requirements. One must have good eyesight, physical stamina and use good judgement if fire arms are part of the job requirements. One must be honest and keep a cool head.

Occupational Prospects:

These are usually limited but may be secured at any large bank or business firm. Usually ex-policemen or someone with the ability to handle firearms is given preference over anyone else. The work is almost always limited to men.

Finding The Job:

The best place is to go directly to the personnel office of any large firm and check with the person employing the personnel. "Help-wanted" ads of the local newspapers may carry "position-available" notices.

TELLER:

Usual Duties:

The teller handles deposits and withdrawals from checking and savings accounts, cashes checks, makes entries in account books, and gives receipts for money received. She/he handles other records of money received or banking transactions. She/he takes commercial, loan, installment and other payments and may operate office machines. The teller sells travelers' checks and savings bonds, figures service charges and files checks.

Qualifications:

One must complete about six months on-the-job training to become a teller. One must have a high school education with courses in business math, bookkeeping, typing and clerical work. A foreign language is very important for one wishing to work in an overseas bank or in large cities where there is a concentration of foreign speaking people. One must have good eye sight to handle small figures and be physically fit to stand for long periods of time. One must be neat, accurate, and patient to deal successfully with customers.

Occupational Prospects:

There are always thousands of openings in this line of work due to the increasing volume of banking and the branching of banks into surburban areas. Jobs are found in nearly all communities and are available to both men and women. Training for the job is available through your local State Employment Service Office under the Manpower Development and Training Act.

Finding The Job:

Apply at the personnel office of any bank, savings and loan company, personal loan firm or brokerage firm. Check your daily newspapers in the help wanted columns. Ask your high school counselor.

Write to:

American Bankers Association
Personnel Administration and Management
  Development Committee
90 Park Avenue
New York, New York 10016

CAREER EXPLORATION FORM

Using the information provided in this booklet and/or information in your classroom or library, complete the following questions concerning the occupation you have chosen from this career unit.

OCCUPATION RESEARCHED____

L. Check the correct answer or answers.

The occupation you have chosen requires

__________ a high school diploma

__________ a college diploma

__________ apprenticeship

__________ union membership

__________ trade school training

__________ no special training

__________ practical experience

__________ physical strength

__________ a license or certification

2. The occupation you have chosen requires approximately how much training time?

3. What are some personal characteristics required for this job?

4. List 5 duties involved in your chosen occupation.
   a. d.
   b. e.
   c.

5. What determines your chances for advancement?

6. What is the average pay for your job? What are your fringe benefits?

7. What are average working conditions for your occupation (working with individuals, working outdoors, etc.)

8. What are two locations of employment for your occupation?
   a. b.

9. List one local employer in your job field.

CAREER EXPLORATION QUIZ

Directions: Complete this quiz with 80% accuracy. To check your answers, use the Career Exploration Form you filled out on the occupation you chose.

1. Name of occupation. ______________________________

2. List two duties required of this occupation.

   a. ______________________________

   b. ______________________________

3. List two or more educational requirements for the occupation.

   a. ______________________________

   b. ______________________________

4. List any special physical requirements below.

   a. ______________________________

   b. ______________________________

5. List at least two sources of information for "finding the job" you have chosen.

   a. ______________________________

   b. ______________________________